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ABSTRACT

This volume contains five subject bibliographies for 1972, and two lists of these and dissertations. The bibliographies are "Studies in Mass Communication," "Behavioral Studies in Communication," "Rhetoric and Public Address," "Oral Interpretation," and "Theatrical Craftsmanship." Abstracts of many of the doctoral disertations produced in 1972 in speech communication are arranged by subject. Also included in a listing by university of titles and authors of all reported masters theses and doctoral dissertations completed in 1972 in the field. (CH)

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BIBLIOGRAPHIC ANNUAL IN SPEECH COMMUNICATION

1973

STUDIES IN MASS COMMUNICATION:
A SELECTED BIBLIOGRAPHY, 1972 — Rolland C. Johnson

BEHAVIORAL STUDIES IN COMMUNICATION, 1972
A SELECTED BIBLIOGRAPHY — Thomas M. Steinfatt

A SELECTED BIBLIOGRAPHY OF
RHETORIC AND PUBLIC ADDRESS, 1972 — Harold Mixon

BIBLIOGRAPHY OF STUDIES
IN ORAL INTERPRETATION, 1972 — James W. Carlsen

A BIBLIOGRAPHY OF
THEATRICAL CRAFTSMANSHIP, 1972
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ABSTRACTS OF DOCTORAL DISSERTATIONS IN THE
FIELD OF SPEECH COMMUNICATION, 1972 — Cal M. Logue

GRADUATE THESES AND DISSERTATIONS IN
SPEECH COMMUNICATION, 1972

PATRICK C. KENNICOTT, *Editor*

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BIBLIOGRAPHIC ANNUAL IN SPEECH COMMUNICATION

1973

AN ANNUAL VOLUME DEVOTED TO MAINTAINING A RECORD OF GRADUATE WORK IN SPEECH COMMUNICATION, PROVIDING ABSTRACTS OF DOCTORAL DISSERTATIONS, AND MAKING AVAILABLE SPECIALIZED BIBLIOGRAPHIES

PATRICK KENNICOTT, *Editor*

A Publication of the
SPEECH COMMUNICATION ASSOCIATION

EDITOR'S NOTE

This volume marks the fourth consecutive year of publication of the *Bibliographic Annual in Speech Communication* and the beginning of the tenure of its second Editor. It also marks the initiation of several basic changes in content and format.

Our aim has been to increase the scope of the *Annual* so as to render it directly relevant to the interests of most teachers and scholars in the field of speech communication. To do this, we have attempted to cover more selectively published information in the areas of rhetoric and public address—the primary focus of past issues of the *Bibliographic Annual*—and expand our coverage of the areas of mass communication, behavioral studies in communication, oral interpretation, and theatre. Our coverage of graduate research in speech communication—dissertation abstracts, and thesis and dissertation titles—remains essentially the same.

Since the information we report reflects a considerable diversity of specialized interests, we have attempted to render the material more easily accessible to students and teachers by publishing our subject-oriented bibliographies *separately* as well as part of the total *Annual* collection. Now, individuals interested in only one of the five subject areas covered by the *Annual* may order, at a greatly reduced price, the single bibliography reflecting their primary interest. Certainly libraries and scholars will continue to profit from ordering the entire volume, but we hope our new selective ordering policy will encourage increased use of reported information by students and teachers with specialized interests.

To develop an annual bibliography covering a field as broad and diverse as speech communication is an inherently frustrating task. The span of publications relevant to the special subject areas falling under the general rubric of "speech communication" is immense and ever-expanding. The information reported in these publications clearly support the contention that we are enveloped in an information explosion with no historical counterpart. Expansion and change, in the taxonomies of various subject areas, in the research methodologies employed, and in the priorities emphasized, are central characteristics of the field of speech communication today. It is therefore inevitable that some will perceive aspects of this volume or some of its components as superficial, inadequate, or at the very least, arbitrary. We confess, at points, to all three charges and pledge to maintain an open, flexible editorial policy in relation to future issues. We welcome and encourage your reaction to the information to follow.

The compilation of this volume has been made a pleasant and stimulating experience because of the excellent contributions of each of the Associate Editors and the invaluable, patient, and diligent assistance of my secretary, Miss Kathy Murphy. Words are insufficient to express my appreciation to them and to Mr. Heath Meriwether of Standard Printing Company whose technical advice and assistance was indispensable.

PATRICK C. KENNICOTT

New York City
August 1, 1973

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BIBLIOGRAPHIC ANNUAL
IN SPEECH COMMUNICATION

VOLUME IV 1973 ANNUAL

STUDIES IN MASS COMMUNICATION: SELECTED BIBLIOGRAPHY, 1972

ROLLAND C. JOHNSON
Indiana University, Bloomington

Research indirectly related to mass communication pervades numerous disciplines—e.g., business (advertising, marketing, management, economics); social and behavioral sciences; and the arts and humanities. A bibliography of all such research would be difficult to obtain and, perhaps, too indiscriminate to be useful to most people interested in studying the mass media. More useful would be a bibliography of books and articles which were cited and/or published in commonly accepted scholarly mass communications journals. This was the approach used in compiling the present bibliography.

A list of journals likely to contain scholarly mass communication articles was selected from the *Standard Periodical Directory*. These journals were searched to discover publications directly related to mass communication. Three different items were found: published articles; book reviews (which provided a source for published books); and annotated bibliographies of articles available in journals which do not regularly carry mass communication research.

The journals which regularly carry mass communication articles were the sources for all articles and the bulk of the books cited in the present bibliography. Other books were cited because of appearance in various monthly compilations of published books, popular press reviews or publisher promotional material. Unless otherwise indicated, each item cited was published during the calendar year, 1972.

There was no attempt to cover unpublished materials, speeches, pamphlets, newspapers, or government publications. Dissertations are covered in another section of the *Annual*.

For those interested in keeping abreast of new mass media books, a common reference source is *Broadcasting Bibliophile's Booknotes: Mass Media Publications Reporting Service*, a monthly compilation (now in its fifth year) available from Christopher H. Sterling, Department of Radio-Television-Film, Temple University, Philadelphia, Pa. 19122.

For those interested in keeping abreast of mass communication articles, each journal which commonly carries such research must be examined. Additionally, some current research and popular press articles are cited in annotated bibliographies in each issue of *Journalism Quarterly*, *Gazette*, and the *Journal of Marketing*.

Obviously, common indices—for example, *Psychological Abstracts* and the *Business Periodicals Index*—are reference sources of other articles concerning the mass media.

Persons interested in earlier research on the mass media might wish to examine some of the following bibliographies:

Boni, Albert. *Photographic Literatures 1960-1970*. Hastings-on-Hudson, N. Y.: Morgan and Morgan, 1972.

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Schact, J. H. *A Bibliography for the Study of Magazines*. Urbana: Institute of Communications Research, 1972.

Sparks, Kenneth R. *A Bibliography of Doctoral Dissertations in Television and Radio*. Syracuse: School of Journalism, 1971.

Journal Abbreviations

AQ*	The Advertising Quarterly
AVCR	AV Communication Review
CJR	Columbia Journalism Review
Cinema**	Cinema
EBU	EBU Review
EB	Educational Broadcasting
EBR	Educational Broadcasting Review
FCBJ	Federal Communications Bar Journal
FC	Film Culture
FJ	The Film Journal
FQ	Film Quarterly
G	Gazette: International Journal for Mass Communication Studies
JAR	Journal of Advertising Research
JB	Journal of Broadcasting
JC	The Journal of Communication
JMktg	Journal of Marketing
JMR	Journal of Marketing Research
JM	Journalism Monographs
JQ	Journalism Quarterly
JUFA	Journal of the University Film Association
POQ	The Public Opinion Quarterly
QJS	Quarterly Journal of Speech
Screen	Screen: The Journal of the Society for Education in Film and Television
SM	Speech Monographs
SB	Studies of Broadcasting: An International Annual of Broadcasting Science
TVQ	Television Quarterly
VL	Visible Language: The Journal for Research on the Visual Media of Language Expression
VS	Vital Speeches of the Day

*No. 33, Fall, 1972 unavailable for inclusion.
**No. 1, 1972 unavailable for inclusion.

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BEHAVIORAL STUDIES IN COMMUNICATION, 1972
A SELECTED BIBLIOGRAPHY

THOMAS M. STEINFATT
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This selected bibliography of studies in communication behavior, covering, largely, the calendar year 1972, was compiled in the following manner. A list of academic journals known to regularly publish behavioral studies related to communication was established and each journal consulted. All relevant articles published in 1972 were identified. In addition, standard references were consulted to identify English language books dealing with communication behavior. Relevant books published during the period January 1, 1972 through May 31, 1973 and those published prior to 1972 but not cited in previous Speech Communication Association bibliographies were cited.

Because of the breadth of the subject and space limitations, our coverage of behavioral studies in communication was regrettably, and somewhat arbitrarily, limited. Journals dealing primarily with language, linguistics, verbal learning, and verbal behavior, though certainly relevant to the subject of communication behavior, were not consulted. Cross-referencing, though frequently justified, was not used. And no attempt was made to cite references containing materials only partially relevant to our focus.

Unless otherwise specified, all entries cited were published during the calendar year, 1972.

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Journal Abbreviations

AJPsy	American Journal of Psychology
AP	American Psychologist
ASR	American Sociological Review
AVCR	Audio Visual Communication Review
BSci	Behavioral Science
CSSJ	Central States Speech Journal
HR	Human Relations
JAR	Journal of Advertising Research
JAP	Journal of Applied Psychology
JASP	Journal of Applied Social Psychology
JBdcst	Journal of Broadcasting
JCogPsy	Journal of Cognitive Psychology
JC	Journal of Communication
JCR	Journal of Conflict Resolution
JEdP	Journal of Educational Psychology
JExP	Journal of Experimental Psychology
JESP	Journal of Experimental Social Psychology

JGP	Journal of General Psychology	POQ	Public Opinion Quarterly
JM	Journal of Marketing	QJS	Quarterly Journal of Speech
JMR	Journal of Marketing Research	SciAm	Scientific American
JPer	Journal of Personality	SG	Simulation and Games
JPSP	Journal of Personality and Social Psychology	Scmty	Sociometry
		SF	Social Forces
JPsy	Journal of Psychology	SSCJ	Southern Speech Communication Journal
JQ	Journalism Quarterly		
JSI	Journal of Social Issues	SM	Speech Monographs
JSP	Journal of Social Psychology	ST	Speech Teacher
PB	Psychological Bulletin	TS	Today's Speech
PsyRev	Psychological Review	WS	Western Speech

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A SELECTED BIBLIOGRAPHY OF RHETORIC AND PUBLIC ADDRESS, 1972

HAROLD MIXON
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The bibliography assembles materials of interest to students of rhetoric and public address. Entries have been drawn from publications in speech communication and contiguous areas and, unless otherwise indicated, have appeared in 1972. The present author follows his predecessor in urging readers to submit significant items not included in this bibliography.

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Journal Abbreviations

AHR	The American Historical Review
AJP	The American Journal of Philology
AL	American Literature
AmQ	American Quarterly
CCSJ	Central States Speech Journal
CWH	Civil War History
CP	Classical Philology
CQ	The Classical Quarterly
CR	The Classical Review
CCC	College Composition and Communication
ELH	ELH: A Journal of Literary History
IPQ	IPQ: International Philosophy Quarterly
JAFA	Journal of the American Forensic Association
JAH	The Journal of American History
JEGP	The Journal of English Germanic Philology
JHI	Journal of the History of Ideas
JISHS	Journal of the Illinois State Historical Society
JP	The Journal of Politics
JPhil	The Journal of Philosophy
JSH	The Journal of Southern History
MLN	Modern Language Notes
MLQ	Modern Language Quarterly
MP	Modern Philology
NH	Nebraska History
NEQ	The New England Quarterly
PQ	Philological Quarterly
P&R	Philosophy & Rhetoric
QJS	The Quarterly Journal of Speech
SAQ	The South Atlantic Quarterly
SEL	Studies in English Literature
SM	Speech Monographs
SP	Studies in Philology
SSCJ	The Southern Speech Communication Journal
ST	The Speech Teacher
TS	Today's Speech
WPQ	The Western Political Quarterly
WS	Western Speech
WMQ	The William and Mary Quarterly

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BIBLIOGRAPHY OF STUDIES IN ORAL INTERPRETATION, 1972

JAMES W. CARLSEN
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This bibliography includes the more important books and articles on the oral interpretation of literature published in the calendar year of 1972. Unless otherwise indicated, each citation was published in 1972. Publications from ancillary fields of study such as drama, literary criticism, aesthetics, linguistics, psychology and education are included if there are significant implications for the scholar in oral interpretation. Theses and dissertations are listed elsewhere in this volume. The listings do not include convention papers, book reviews or reproductions of earlier printings. There was no attempt to include the numerous studies from literary journals unless relationships to the oral interpretation process seemed evident. The bibliography utilizes a table of contents and cross-references to provide the reader with a classification of entries.

The list of abbreviations includes all the journals examined in the bibliography. The author invites any suggestions from readers as to significant items which have been overlooked or comments for future bibliographic efforts.

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Journal Abbreviations

AS	American Speech
AL	American Literature
BT	Black Theatre
BJA	British Journal of Aesthetics
CSSJ	Central States Speech Journal
CCC	College Composition and Communication
CE	College English
CL	Comparative Literature
ConL	Contemporary Literature
CP	Contemporary Poetry
CD	Critical Digest
CEEAL	Critical Essays in English and American Literature
CQ	Critical Quarterly
CR	Critical Review
CS	Critical Survey
C:QLA	Criticism: A Quarterly for Literature and Art
C:SMF	Critique: Studies in Modern Fiction
DQTR	Drama: The Quarterly Theatre Review
DRAM	Dramatics
DR	Drama Review (formerly Tulane Drama Review)
DT	Drama and Theatre
ETJ	Educational Theatre Journal
EE	Elementary English
ESJ	Elementary School Journal
E	English

EJ	English Journal
GT	Grade Teacher
IE	Illinois Education
IJE	Illinois Journal of Education
Ins	Instructor
I	Interpretation
IJAL	International Journal of Linguistics
JAAC	Journal of Aesthetics and Art Criticism
JAF	Journal of American Folklore
JABS	Journal of Applied Behavioral Science
JAP	Journal of Applied Psychology
JBA	Journal of Biblical Literature
JBP	Journal of Black Poetry
JCL	Journal of Commonwealth Literature
JC	Journal of Communication
JE	Journal of Education
JEP	Journal of Education and Psychology
JEM	Journal of Educational Measurement
JEdP	Journal of Educational Psychology
JER	Journal of Educational Research
JEE	Journal of Experimental Education
JGE	Journal of General Education
JHE	Journal of Higher Education
JL	Journal of Linguistics
JR	Journal of Reading
JRB	Journal of Reading Behavior
JCJ	Junior College Journal
L:JLSA	Language: Journal of the Linguistic Society of America
LS	Language and Speech
LQ	Language Quarterly
LI	Linguistic Inquiry
L:AIR	Linguistics: An International Review
LM	Literary Monographs
LR	Literary Review
LP	Literature and Psychology
MD	Modern Drama
MHD	Modern International Drama
MLJ	Modern Language Journal
MLR	Modern Language Review
NLH	New Literary History
NYRB	New York Review of Books
NCJSD	North Carolina Journal of Speech and Drama
PL	Papers in Linguistics
PLL	Papers in Language and Literature
PERF	Performance
PAR	Performing Arts Review
PM	Players Magazine
PP	Plays and Players
Po	Poetry
PN	Poetry Northwest
PR	Poetry Review
PPi	Poetry Pilot
Poe	Poetica
PD	Poetry Dial
PsyIR	Psycholinguistic Research
PsyRe	Psychological Record
PMLA	Publications of the Modern Language Association
QJS	Quarterly Journal of Speech
QRL	Quarterly Review of Literature
RRQ	Reading Research Quarterly
RT	Reading Teacher
R:MPC	Review: A Magazine of Poetry and Criticism
RES	Review of English Studies
SR	Saturday Review
SS	Senior Scholastic
SFQ	Southern Folklore Quarterly
SPR	Southern Poetry Review
SSCJ	Southern Speech Communication Journal
SD	Speech and Drama
SM	Speech Monographs
ST	Speech Teacher
TS	Today's Speech
WS	Western Speech
YT	Yale Theatre

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A BIBLIOGRAPHY OF THEATRICAL CRAFTSMANSHIP, 1972

CHRISTIAN MOE and JAY E. RAPHAEL
Southern Illinois University

The emphasis of this bibliography is on live performance and related stage techniques rather than on the history of drama and theatre or dramatic theory and criticism. The title, Theatrical Craftsmanship, has been developed by Simon Trussler (see TQ 6, 84-87). A notable exception to Mr. Trussler's system is our inclusion of category "playwriting" which correctly deals with dramatic craftsmanship.

The need for an annual bibliography with a focus on theatre production and techniques is apparent. In the English language only *The Guide to Peforming Arts* within its larger scope encompasses such material, but its most recent year covered is 1968. Such foreign language reference works as *Maske und Kothurn* and *Revue d'histoire du Theatre* do the same, usually omitting English language references not translated. General bibliographies in theatre (e.g., *Theatre Arts Publications in the United States, 1947-52,* William W. Melnitz, ed., and *Theatre Arts Publications in the United States, 1953-57,* Roger M. Busfield, Jr., ed.), while not neglecting items relating to craftsmanship and production, do not extend beyond 1957. Fortunately there exist annual bibliographies, such as the *MLA International Bibliography of Books and Articles on the Modern Languages and Literatures,* which to an extent cover the areas of theatre history and dramatic theory and criticism. However, it is hoped that the present bibliography in the future will become an annual publication broadened to absorb such areas.

The bibliography includes the areas of administration and management, acting, directing, design and technology, playwriting, production reports and reviews. Certain articles on children's theatre and theatre education, not easily isolated under these broad classifications, appear under administration and management since they relate to organizational goals and objectives.

Individual entries have chiefly been taken from well-known and easily obtainable English language periodicals and journals. A list of the sources consulted and the abbreviations utilized accompanies this preface. The bibliographical information for each entry includes author, title, abbreviation of source, issue, month or season (when not consecutively paginated or an annual issue), and pagination. An exception to this form will be found under "Production Reports and Reviews" where articles are listed alphabetically (by author) under the appropriate play and individual titles have been eliminated. The demand upon publication space has necessitated such decisions as the omission of annotations and cross-references. Repeated citing of the year of publication was made unnecessary by confining the bibliography to 1972. Play reports and reviews relating to a specific play appear

under the play title in a continuous sequence separated only by periods rather than as separate listings.

It is our hope that librarians, publishers, and authors as well as interested individuals will forward important items not included in this initial bibliography.

The editors wish to gratefully acknowledge the collaboration of Thomas Doman, Southern Illinois University and the assistance of Allan Cohn, Humanities Librarian, Southern Illinois University.

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Journal Abbreviations

BBT	Bulletin of Black Theatre	PERF	Performance
BT	Black Theatre	PM	Players Magazine
CTR	Children's Theatre Review	PP	Plays and Players
DQTR	Drama: The Quarterly Theatre Review	RECR	Restoration and 18th Century Research
DRAM	Dramatics	SC	Stage in Canada
DT	Drama and Theater	TABS	Tabs
ENC	Encore	TC	Theatre Crafts
ETJ	Educational Theatre Journal	TD	Theatre Documentation
GAM	Gambit	TDR	(Tulane) Drama Review
LTR	Latin American Theatre Review	TDT	Theatre Design and Technology
MK	Maske und Kothurn	TN	Theatre Notebook
NYT	New York Times (Arts and Leisure Section)	TNOW	Theatre Now
NYTCR	New York Theatre Critics Review	TP	Theatre en Pologne
NYTM	New York Times (Magazine Section)	TQ	Theatre Quarterly
PAC	Performing Arts in Canada	TS	Theatre Survey
PAR	Performing Arts Review	TST	Theatre Studies
		YT	Yale Theatre

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———. Building the magic box. PAC 3 (Fall), 46-47.

———. Building the magic box. PAC 4 (Winter), 23-24.

Ellingwood, James H. Technicalities: safety in the theatre. DRAM 7 (April), 29-31.

Faust, John. Indians: a modern protest. DRAM 2 (November), 11-12.

Fix, Marta. Wladyslaw Daszewski, 1902-1971. TP 1 (January), 12-13.

Gompers, Gordon E. Technicalities: a catalog of sound effects. DRAM 5 (February), 25-27.

———. Technicalities: ingenuity in sound effects. DRAM 4 (January), 11-13.

Griffin, A. M. Mirror, mirror through the wall. TABS 2, 76-78.

Haley, Geoffrey. Meanwhile, over at Liverpool. TABS 1, 33.

Harkness, Sarah P. The Anita Tuvin Schlecter Auditorium: Dickinson College. TDT 30 (October), 6-13.

Hayman, Ronald. Theatre and theatres. DQTR 104 (Spring), 50-59.

Hogstrom, Harold. Horizontal rigging. TC 6 (November-December), 10-11, 34-35.

Holden, Michael. Soundproofing in the theatre. TQ 6 (April-June), 81-83.

Hughes, Alan. A lighting plot for Irving's Merchant of Venice. ETJ 3, 265-68.

Irving, Dennis. Southern cross. TABS 4, 137-42.

Kamerer, Richard. Daggers and swords. TC 6 (November-December), 10-11, 35-36.

Kappenhagen, George A. Improving the performance of lamp dimmers. TDT 30 (October), 26-30.

Kavelin, John. Doing ure own thane. DRAM 8 (May), 10-12.

Keeler, William. Photographic sources of the production of Vsevolod Emilioviich Meyerhold. TD 1, 31-36.

Kesler, Jackson. Tabards and headpieces. TC 6 (November-December), 10-11, 41.

Klain, James. The theatre technician faces life. TDT 3 (October), 31-32.

Klepper, David L. Theatre sound and communication systems. TDT 28 (February), 11-19.

Legge, Brian (researcher). Daguerre et la lumière. TABS 4, 156-57.

Lines, Harry. Creative recycling is a budget boon. TC 6 (November-December), 6-9, 34.

Little, William D. A uniform numerical color media coding system. TDT 30 (October), 23-25.

Loney, Glenn M. Before and after: the renovation and reconstruction of Philadelphia's Walnut Street Theatre. TDT 31 (December), 6-15.
———. Churches converted. TC 3 (May-June), 22-23, 28-30.
———. Propping up the American Conservatory Theatre. TC 5 (October), 12-17, 32-37.
———. Vivat, vivat Carl Toms. TC 1 (January-February), 12-17, 34-36.
Lucas, Walter. Editorial. DQTR 107 (Winter), 13.
MacKay, Patricia. The magic is in the lighting. TC 1 (January-February), 18-20, 40.
———. Self-supporting scenery and open stages. TC 6 (November-December), 18-23, 37-40.
MacKintosh, Iain. Bigger and better? TABS 3, 101-109.
Marantz, Paul. A software theatre. TABS 2, 51-54.
McDonough, John. The use of recorded music for the stage. DRAM 2 (November), 35-37.
McDowell, John H. Spectacular effects in The Tempest. TST 18, 46-54.
McLaughlin, Bill. Shots across Sir Bernard's bows. DQTR 106 (Fall), 74-75.
McNamara, Brooks. Vessel: the scenography of Meredith Monk. TDR 1 (March), 87-103.
Miller, Lynda. Cast off costuming. DRAM 3 (December), 30-31.
Moody, James L. Lighting Peter Pan. TDT 28 (February), 20-24.
Moto, Peter. Theatre Royal Bristol. TABS 1, 4-8.
Nicholas, W. E. E. Compromise. TABS 2, 63-67.
Northen, Michael. Of Mice and Men. TABS 2, 41-43.
Nunn, Bill. Variable geometry at Stratford. TABS 2, 72-76.
Oliver, Cordelia. Hamlet and after: Giles Havergal and Philip Prowse. PP 7 (April), 20, 22, 83.
Ornbo, Robert. Uses of projected scenery. TQ 7 (July-September), 60-66.
Prus, Victor. Le Grand Theatre de Quebec. TABS 2, 55-63.
Reid, Francis. Adaptability in Essex. TABS 3, 83-89.
———. This blessed plot. TABS 2, 68-70.
Rockey, Laurilyn. Problem: exit the castle. TC 6 (November-December), 12-14, 42-43.
Rood, Arnold and Glenn M. Loney. Gordon Craig's ghost walks at Bayreuth. TDT 29 (May), 4-18.
Roth, Wolfgang. A designer works with Brecht. TQ 6 (April-June), 14-16.
Russell, Wallace. The message is magic. PAC 3 (Fall), 9.
Sarlos, Robert K. Von. Some notes on eighteenth century transparency. MK 1-2, 151-54.
Seligman, Kevin. These boots are made for acting. PM 2, 65-67.
Silberstein, Frank. Field constructed long radius tubing bender. TDT 31 (December), 25-36.
Smith, C. Ray, ed. Info and tips. TC (March-April), 16-17, 38-39.
———. Street stages and mobile theatres. TC 2 (March-April), 18-23.
———. Technical theatre takes to the streets. TC 2 (March-April), 14-15, 37-38.
Waterhouse, Robert. The partners: John Dexter and William Dudley. PP 4 (January), 28-29, 90.
———. The partners: Hal Prince and Boris Aronson. PP 6 (March), 16-17, 85.
Wicks, Keith. The acoustic environment. DQTR 106 (Fall), 61-62.
Ziegler, Thomas J. Technicalities: vinyl film as a rear projection medium. DRAM 6 (March), 29, 31-32.

V. PLAYWRITING

Alvarez, A. As close to silence as a man can get. NYT (November 19), 1, 7.
Ansorge, Peter. Explorations: portable playwrights. PP 5 (February), 14, 16, 18, 20, 22-23.
———. Simon Gray, author of Butley, talks to plays and players. PP 11 (August), 33-34.
Arden, John. What's theatre for. PERF 4 (September-October), 9-18.
Bailey, Dale S. Pagador de Promessas: a Brazilian morality. LTR 1 (Fall), 30-39.
Bailey, Peter. A hero on heroin. NYT (August 1), 2.
Berkowitz, Gerald. Neil Simon and his amazing laugh machine. PM 3 (February-March), 11-13.
Bosworth, Patricia. We start out by loving everybody. NYT (December 31), 10.
Botsford, Keith. Jean Genet—thief; male prostitute; pimp . . . but he looks like an angel. NYT (February), 16-17, 61-65, 70.
Bowen, John. John Bowen: don't bother. PP 10 (July), 16-17.
Boyars, Marion (interviewer). The translation market. GAM 21, 100-6.
Brown, Kenneth. I pass into oblivion. NYT (February 13), 1, 9.
Buck, Joan. Alan Ayckbourn. PP 12 (September), 28-29.
Bullins, Ed. Black theatre, bourgeois critics. NYT (August 27), 10, 25.
Burroughs, Baldwin. Eleven more plays from the African theatre. ENC XV, 42-43.
Cavalieri, Grace. Playwriting: the organic art. DRAM 1 (October), 22-23, 38.
Chase, Chris. 'No interviews' he said. NYT (March 5), 1, 5.

Coker, Katherine. I knock at Sean O'Casey's door. NYT (December 3), 17.

Courtney, Bob and Stephen Schwartz. God, Godspell and South Africa. NYT (April 23), 1, 3.

Cowen, Ron and Kenneth Brown. Was that the way it was? Was that the way it really was? NYT (September 3), 3, 5.

Edward, Bond. Drama and the dialectics of violence. TQ 5 (January-March), 4-14.

Elkind, Samuel. Creativity in playwriting. DRAM 1 (October), 14-17.

Findlater, Richard. The playwright and his money. TQ 8 (October-December), 44-56.

Fowle, Donald, comp. The new play: premieres in American 1-71. PM 3, 120-29.

———. The new play: premieres in America 2-71. PM 4, 179-186.

Giles, James R. Tenderness in brutality: the plays of Ed Bullins. PM 1, 32-33.

Gottesman, Lillian. Garrick's Lilliput. RECR 2 (November), 34-37.

Greenfeld, Josh. Writing plays is absolutely senseless. Arthur Miller says, 'But I love it, I just love it.' NYT (February 13), 16, 34-39.

Hill, Errol. Plays of the English-speaking Caribbean. BBT 2 (February), 9-15.

Isaac, Dan. The O'Neill Memorial Theatre Center: a place for playwrights. ETJ 1, 18-32.

Kazin, Alfred. Gorky, a 'totally good man.' NYT (November 5), 1, 31.

Kerr, Walter. Pity the almost there playwright. NYT (February 13), 1, 9.

Kirby, Victoria Nes. Georges Ribemont-Dessaignes. TDR 1 (March), 104-9.

Knapp, Bettina. An interview with Rene de Obaldia. DT 1 (Fall), 2-6.

Lee, Vera. Through the looking glass with Eugene Ionesco. DT 2 (Winter), 62-68.

Lemarchand, Jacques. An interview with Jean Thenevin. DT 2 (Winter), 72-74.

Lester, Elenore. Allen Ginsberg remembers mamma. NYT (February 6), 1, 5.

Levin, Beatrice. Summer workshop for playwrights excites and benefits participants. PAR 2, 367-71.

Livings, Henry. Playwrights on playwriting no. 1: let's make a theatre for real people. TQ 6 (April-June), 5-7.

Lyday, Leon F. Egon Wolff's Los Invasores: a play within a dream. LTR 1, (Fall), 19-26.

Magidson, David J. New plays for college theatre: one possibility. PM 5, 252-253.

Marowitz, Charles. Arrabal's Theatre of Panic. NYT (December 3), 40, 75.

Miller, Adam David. California: the San Francisco Bay area: 1970-71. BT 6 (January), 7-8.

Mitchell, Melissa and Bill Johnson. The birth of the circus of life. DRAM 7, (April), 23-25.

Morris, Robert J. The Theatre of Julio Ortega. LTR 1 (Fall), 41-51.

Munk, Erika. Up from politics, and interview with Ed Bullins. PERF 2 (April), 52-60.

Newton, Tom. The making of a musical. DRAM 8 (May), 20-22.

Paulson, Arvid. Artist and creator, on translating Strindberg. PAR 1, 175-79.

Peck, Ira. From unemployment insurance to championship. NYT (May 21), 1, 10.

Rabe, David. So we got Papp in to see a run-through. NYT (June 4), 1, 3.

Ravich, Leonard E. Discover the playwrights in your classroom. DRAM 7 (April), 10-12.

Ricci, Mario. Mario Ricci's Moby Dick. TDR 3 (September), 78-93.

Schoenbach, Peter J. Rio and Sao Paulo theatres in 1970: national dramaturgy. LTR 2 (Spring), 67-80.

Searle, Judith. How long does it take to peel a red onion. NYT (November 12), 1, 5.

Suarez Radillo, and Miguel Carlos. Vigencia de la Realidad Verizolana en el Theatro de Cesar Rengifo. LTR 2 (Spring), 51-61.

Watmough, David. David Watmough: portrait of a monodramatist. PAC 3 (Fall), 30-31.

Wesker, Arnold. A cretinue of critics: an open letter to Harold Hobson. DQTR 107 (Winter), 55-58.

———. How to cope with criticism. PP 3 (December), 18-19.

———. Playwrights on playwriting, no. 2: from a writer's notebook. TQ 6 (April-June), 8-13.

——— and John Russell Taylor. Wesker versus Taylor. PP 2 (November), 22-25.

Whitehead, E. A. From alpha to omega. PP 1 (October), 18-19.

Wroblewski, Andrzej. New Polish plays. TP 1 (January), 26.

Wysinska, Elzbieta. New Polish plays. TP 2 (February), 27.

———. New Polish plays. TP 4 (April), 24.

———. New Polish plays. TP 6 (June), 21.

———. New Polish plays. TP 7 (July), 25.

———. New Polish plays. TP 9 (September), 23.

Zadan, Craig. Big daddy's back in full swing: Tennesee Williams. PP 3 (December), 21-22.

VI. PRODUCTION REPORTS AND REVIEWS

A. American and Canadian Theatre

1. *Individual Play Reviews*

A Break in the Skin. Kerr, Walter. NYT (November 19), 13.

Acts. Wickstrom, Gordon, M. ETJ 3, 311-28.

Act Without Words. Kerr, Walter. NYT (December 3), 1, 18. NYTCR 23, 156-61.

A Desert Cheapie. Hughes, Catherine. PP 9 (June), 46-48.

A Footstool for God. Wickstrom, Gordon, M. ETJ 4, 443-59.

A Funny Thing Happened on the Way to the Forum. NYTCR 7, 348-51.

Agamemnon. Novick, Julius. NYT (November 19), 8.

Alchemist. Frazer, Robbin. PAC 3 (Fall), 10-13.

All the Girls Came Out to Play. NYTCR 11, 302-3.

Ambassador. NYTCR 22, 177-78.

A Midsummer Night's Dream. Kerr, Walter. NYT (August 13), 1, 3. Wickstrom, Gordon M. ETJ 4, 443-459.

And they put handcuffs on flowers. Bentley, Eric. NYT (May 14), 1, 3. NYTCR 14, 266-67. Wickstrom, Gordon M. ETJ 4, 443-59.

An evening with Richard Nixon and . . . Kerr, Walter. NYT (May 7), 1, 3. NYTCR 12, 289-93.

Annak. Kerr, Walter. NYT (May 21), 1, 3.

Antony and Cleopatra. Kerr, Walter. NYT (June 25), 1, 3. Wickstrom, Gordon M. ETJ 4, 443-59.

A Quarter for the Ladies Room. NYTCR 23, 161-62.

A revival. Riley, Clayton. NYT (September 17), 5. Wickstrom, Gordon M. ETJ 3, 311-28.

Are you now. Novick, Julius. NYT (December 3), 13.

A Safe Place. Mezei, Stephen. PAC 1 (Spring), 36.

A Winter's Tale. Wickstrom, Gordon M. ETJ 4, 443-59.

Beggar's Opera, The. NYTCR 16, 243-45. Wickstrom, Gordon M. ETJ 3, 311-28.

Behan. Mezei, Stephen. PAC 1 (Spring), 36.

Berlin to Broadway with Kurt Weill. Hughes, Catharine. PP 3 (December), 58-59.

Big Show of 1928. Mezei, Stephen. PAC 1 (Spring), 36.

Black Hills Passion Play. Summer, Mark R. PM 4, 198-203.

Blacks. The. Wickstrom, Gordon M. ETJ 3, 311-28.

Black Terror, The. Hughes, Catherine. PP 4 (January), 36.

Black Visions. Kerr, Walter. NYT (March 26), 3. NYTCR 14, 268-71.

Blithe Spirit. White, Joy Roberts. PAC 1 (Spring), 31-32.

Butley. Kerr, Walter. NYT (November 5), 1, 14. NYTCR 20, 200-4.

Cabbagetown Plays. Mezei, Stephen. PAC 1 (Spring), 36.

Canvas. Wickstrom, Gordon M. ETJ 4, 433-59.

Captain Brassbound's Conversion. Kerr, Walter. NYT (April 23), 1, 10. NYTCR 10, 311-13.

Captive of the Faceless Drummer. Spensley, Philip. PAC 3 (Fall), 3-14.

Change. Riley, Clayton. NYT (September 17), 5.

Changing Room, The. Novick, Julius. NYT (December 3), 13.

Charles Manson AKA Jesus Christ. Mezei, Stephen. PAC 1 (Spring), 36.

Chemmy Circle, The. Hay, Peter. PAC 1 (Spring), 33-35.

Chickencoop Chinaman, The. NYTCR 16, 237-39.

Children, Children. NYTCR 6, 359-61.

Children, The. Kerr, Walter. NYT (December 24), 7.

Comedy of Errors, The. Wickstrom, Gordon M. ETJ 4, 443-59.

Contractor, The. Wickstrom, Gordon M. ETJ 3, 311-28.

Contrast, The. Kerr, Walter. NYT (December 24), 7.

Coriolanus. Wickstrom, Gordon M. ETJ 4, 443-59.

Country Girl, The. Hughes, Catharine. PP 8 (May), 50, 51, 85. Kerr, Walter. NYT (March 26), 1, 3. NYTCR 6, 356-58.

Creation of the World, The. Kerr, Walter. NYT (December 10), 1, 5.

Cross and Sword. Summer, Mark R. PM 4, 198-203.

Crucible, The. Kerr, Walter. NYT (May 7), 3. NYTCR 11, 296-98. Wickstrom, Gordon M. ETJ 3, 311-28. ETJ 4, 443-59.

Dear Oscar. NYTCR 22, 170-80.

Different Times. NYTCR 12, 286-89.

Don Juan. Kerr, Walter. NYT (December 24), 3, 10. NYTCR 24, 143-46.

Don't Bother Me, I Can't Cope. NYTCR 11, 304-6.

Don t Play Us Cheap. NYTCR 13, 279-82.

Dracula. Erdelyi, Joseph. PAC 3 (Fall), 14-16.

Drat Dose Fowl. Mezei, Stephen. PAC 1 (Spring), 36.

Dude. Kerr, Walter. NYT (October 22), 1, 16. NYTCR 17, 222-26.

Duplex, The. Hughes, Catharine. PP 8 (May), 50, 51, 85. NYTCR 8, 330-34. Wickstrom, Gordon M. ETJ 3, 311-28.

Ecstasy of Rita Joe, The. Hay, Peter. PAC 1 (Spring), 33-35. White, Joy Roberts. PAC 1 (Spring), 31-32.

El Hajj Malik. Hughes, Catharine. PP 5 (February), 54-55.

Elizabeth I. NYTCR 9, 324-26.
Endgame. Wickstrom, Gordon M. ETJ 4, 443-59.
Enemies. Kerr, Walter. NYT (November 19), 1, 5.
Escape, The; Or a Leap for Freedom. Wickstrom, Gordon M. ETJ 2, 188-203.
Espying. Mezei, Stephen. PAC 3 (Fall), 16-18.
Frederick Douglass . . . Through His Own Words. Kerr, Walter. NYT (May 21), 1, 3.
Fun City. Kerr, Walter. NYT (January 9), 3. NYTCR 1, 398-400.
Girl in the Freudian Slip. White, Joy Roberts. PAC 1 (Spring), 31-32.
Godspell. MacKay, Patricia. TC 3 (May-June), 6-11, 31-32.
Gone With The Wind. Bryden, Ronald. NYT (May 21), 12, 33.
Good Lads at Heart. Wickstrom, Gordon M. ETJ 1, 72-87.
Grease. Green, Harris. NYT (June 4), 1, 13. Hughes, Catharine. PP 7 (April), 52-53. Kerr, Walter. NYT (February 27), 1. NYTCR 8, 336-39.
Great God Brown, The. Kerr, Walter. NYT (December 17), 1, 5. NYTCR 24, 147-50.
Hamlet. Hughes, Catharine. PP 12 (September), 58-59. NYTCR 16, 232-34.
Happy Days. Kerr, Walter. NYT (December 3), 1, 18. NYTCR 23, 156-61.
Hark. Kerr, Walter. NYT (June 4), 1, 13. NYTCR 6, 240-42.
Heathen. NYTCR 13, 276-78.
Henry IV, Part I. Wickstrom, Gordon M. ETJ 4, 443-59.
Homecoming, The. White, Joy Roberts. PAC 1 (Spring), 31-32.
House of Bernarda Alba, The. Mezei, Stephen. PAC 2 (Summer), 16-23.
How the Other Half Lives. Mezei, Stephen. PAC 4 (Winter), 27.
Hurry, Harry. NYTCR 17, 220-21.
Imaginary Invalid, The. Wickstrom, Gordon M. ETJ 1, 72-87.
Iphigenia. Wickstrom, Gordon M. ETJ 2, 188-203.
Jacques Brel is Alive and Well and Living in Paris. Kerr, Walter. NYT (September 24), 1. NYTCR 15, 248-49.
Jesus Christ, Superstar. MacKay, Patricia. TC 3 (May-June), 6-11, 31-32. Wickstrom, Gordon M. ETJ 1, 72-87.
Joan. Novick, Julius. NYT (June 25), 1, 5. NYTCR 16, 235-37.
Julius Caesar. Kerr, Walter. NYT (June 25), 1, 3. Wickstrom, Gordon M. ETJ 3, 311-28. ETJ 4, 443-59.
Justice Not Revenge. Wickstrom, Gordon M. ETJ 1, 72-87.
Kaddish. Hughes, Catharine. PP 7 (April), 52-53.
Kid, The. Kerr, Walter. NYT (November 19), Sec. 2, 13.
Kitchen, The. Wickstrom, Gordon M. ETJ 2, 188-203.
Krapp's Last Tape. Kerr, Walter. NYT (December 3), 1, 18. NYTCR 23, 156-61.
Lady Day: A Musical Tragedy. Kerr, Walter. NYT (November 5), 5, 14. NYTCR 23, 165-67.
Lady Frederick. Mezei, Stephen. PAC 2 (Summer), 16-23.
Last of Mrs. Lincoln, The. NYTCR 24, 140-43.
Leaving Home. Mezei, Stephen. PAC 2 (Summer), 16-23.
Les Oranges sont Vertes. Shek, Ben. PAC 3 (Fall), 44-45.
Lincoln Mask, The. NYTCR 19, 206-8.
Little Black Book, The. NYTCR 11, 299-301.
Living Room with Six Oppressions. Amoia, Alba and Bettina Knapp. DT 1 (Fall), 67-69.
London Assurance. Wickstrom, Gordon M. ETJ 4, 443-59.
Long Day's Journey Into Night. Wickstrom, Gordon M. ETJ 3, 311-28.
Lost Colony, The. Sumner, Mark R. PM 4, 198-203.
Lost in the Stars. Hughes, Catharine. PP 9 (June), 46-48.
Love's Labour's Lost. Wickstrom, Gordon M. ETJ 4, 443-59.
Love Suicide at Schofield Barracks. Kerr, Walter. NYT (February 13), 3. NYTCR 3, 376-78.
Love Together. Riley, Clayton. NYT (September 17), 5.
Lulu Street. Spensley, Philip. PAC 3 (Fall), 13-14.
Luv. Erdelyi, Joseph. PAC 3 (Fall), 14-16.
Lysistrata. NYTCR 20, 190-92.
Man of La Mancha. Mezei, Stephen. PAC 3 (Fall), 16-18. NYTCR 15, 253-54.
Manon Last Call. Mezei, Stephen. PAC 2 (Summer), 16-23.
Man Who Shot the Albatross, The. Wickstrom, Gordon M. ETJ 3, 311-28.
Marquise, The. Mezei, Stephen. PAC 2 (Summer), 16-23.
Mary Stuart. Hughes, Catharine. PP 4 (January), 36-37, 90. Wickstrom, Gordon M. ETJ 1, 72-87.
Mass. MacKay, Patricia. TC 3 (May-June), 6-11, 31-32. Wickstrom, Gordon M. ETJ 1, 72-87.
Memories for my Brother II. Mezei, Stephen. PAC 1 (Spring), 36.
Mirandolina. Mezei, Stephen. PAC 4 (Winter), 26-27.
Mr. Pickwick. Mezei, Stephen. PAC 1 (Spring), 36.

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Miss Reardon Drinks a Little. Mezei, Stephen. PAC 1 (Spring), 36.

Moonchildren. Kerr, Walter. NYT (February 27), 1, 3. NYTCR 4, 372-74.

Mother Courage. Wickstrom, Gordon M. ETJ 1, 72-87.

Mother Earth. NYTCR 18, 214-16.

Much Ado About Nothing. Hughes, Catharine. PP 1 (October), 52-53. Kerr, Walter. NYT (August 27), 1, 3. NYT (November 19), Sec. 2, 1, 5. NYTCR 20, 193-95.

Mourning Becomes Electra. Kerr, Walter. NYT (November 26), 1, 22. NYTCR 21, 182-85.

Narrow Road to the Deep North. Kerr, Walter. NYT (January 16), 3. Mezei, Stephen. PAC 1 (Spring), 36. NYTCR 1, 340-43. Wickstrom, Gordon M. ETJ , 188-203.

Native. The. Mezei, Stephen. PAC 2 (Summer), 16-23.

N'Econtez Pas Mesdames. White, Joy Roberts. PAC 1 (Spring), 31-32.

Night Watch. Kerr, Walter. NYT (March 5), 1, 3. NYTCR 4, 370-72.

Not I. Kerr, Walter. NYT (December 3), 1, 18. NYTCR 23, 156-61.

Of Mice and Men. Kerr, Walter. NYT (August 13), 1, 3. White, Joy Roberts. PAC 1 (Spring), 31-32. Wickstrom, Gordon M. ETJ 4, 443-59.

Oh Coward! Hughes, Catharine. PP 3 (December), 58-59. Kerr, Walter. NYT (October 15), 1, 4. NYTCR 23, 167-69.

On The Town. Hughes, Catharine. PP 4 (January), 36, 37, 90.

Organize. Riley, Clayton. NYT (September 17), Sec. 2, 5.

Ottawa Man, The. Spensley, Philip. PAC 3 (Fall), 13-14.

Patrick Pease Motel, The. Erdelyi, Joseph. PAC 3 (Fall), 14-16.

Pedagogue, The. Wickstrom, Gordon M. ETJ 3, 311-28.

People Are Living There. Hughes, Catharine. PP 4 (January), 36-37, 90. Wickstrom, Gordon M. ETJ 3, 311-38.

Persia. Hughes, Catharine. PP 9 (June), 46-48.

Pippin. NYTCR 19, 209-12.

Plays, Impossible Plays. Wickstrom, Gordon M. ETJ 2, 188-203.

Promenade, All. Kerr, Walter. NYT (April 23), 1, 10. NYTCR 10, 314-16.

Purlie. Mezei, Stephen. PAC 1 (Spring), 36.

Purlie Victorious. Kerr, Walter. NYT (December 24), 3, 10.

Quare Fellow, The. White, Joy Roberts. PAC 1 (Spring), 31-32.

Rain. Kerr, Walter. NYT (April 2), 1, 3.

Rapes. Amoia, Alba and Bettina Knapp. DT 1 (Fall), 67-69.

Real Inspector Hound, The. Kerr, Walter. NYT (May 7), 3. NYTCR 14, 263-65.

Relapse, The. Kerr, Walter. NYT (August 13), 1, 3. Wickstrom, Gordon M. ETJ 4, 443-59.

Requiem. MacKay, Patricia. TC 3 (May-June), 6-11, 31-32.

Richard's Corkleg. Wickstrom, Gordon M. ETJ 4, 443-59.

Ride Across Lake Constance, The. Hughes, Catharine. PP 6 (March), 30-31, 85.

Ring Round the Bathtub. NYTCR 12, 293-94.

River Niger, The. Kerr, Walter. NYT (December 17), 5.

Rosebloom. Kerr, Walter. NYT (January 16), Sec. 2, 3. NYTCR 8, 342-43.

Rose Tattoo, The. Wickstrom, Gordon M. ETJ 3, 11-28.

Rothschilds, The. Mezei, Stephen. PAC 4 (Winter), 27.

School for Scandal, The. NYTCR 16, 227-31.

School for Wives, The. Mezei, Stephen. PAC 1 (Spring), 36.

Screens, The. Wickstrom, Gordon M. ETJ 1, 72-87.

Secret Affairs of Mildred Wild. NYTCR 21, 186-88.

Selling of the President, The. NYTCR 7, 351-54.

Shadow of a Gunman, The. NYTCR 8, 334-36.

Sholem Alecheim. Mezei, Stephen. PAC 2 (Summer), 16-23.

Sign in Sidney Brustein's Window, The. NYTCR 2, 382-84.

Six Rooms Riv Vu. NYTCR 18, 216-18.

Sleep. Hughes, Catharine. PP 7 (April), 52-53. Kerr, Walter. NYT (February 27), 3.

Small Craft Warnings. Hughes, Catharine. PP 9 (June), 46-48. Kerr, Walter. NYT (April 16), 8, 29. NYTCR 14, 271-74. Wickstrom, Gordon M. ETJ 3, 311-28.

Sorrows of Frederick, The. Hay, Peter. PAC 1 (Spring), 33-35.

Sticks and Bones. Hughes, Catharine. PP 4 (January), 36, 37, 90. Kerr, Walter. NYT (March 12), 3. NYTCR 5, 364-65.

Stonehenge Trilogy. Mezei, Stephen. PAC 1 (Spring), 36.

Stv of the Blind Pig, The. Hughes, Catharine. PP 5 (February), 54-55.

Sugar. Hughes, Catharine. PP 9 (June), 46-48. Kerr, Walter. NYT (April 16), 1, 20. NYTCR 9, 320-23.

Suggs. Kerr, Walter. NYT (May 14), 3. Wickstrom, Gordon M. ETJ 3, 311-28.

Sunshine Boys, The. Kerr, Walter. NYT (December 31), 1, 3. NYTCR 25, 134-38.

Taming of the Shrew, The. Frazer, Robbin. PAC 3 (Fall), 10-13. Rauleau, Suzanne. PAC 3 (Fall), 11-12. Wickstrom, Gordon M. ETJ 4, 443-59.

Tavern, The. Wickstrom, Gordon M. ETJ 3, 311-28.

Ten minutes in the Death of Ibsen's Brand. Wickstrom, Gordon M. ETJ 2, 188-203.

Ten Women, Two Men, and a Moose. Spensley, Philip. PAC 3 (Fall), 13-14.

Terminal. Wickstrom, Gordon M. ETJ 4, 443-59.

That Championship Season. Kerr, Walter. NYT (May 14), 1, 26. NYT (September 24), Sec. 2, 1, 3. NYTCR 14, 259-61. NYTCR 15, 50-52.

That's Entertainment. NYTCR 10, 317-18.

There's One in Every Marriage. Kerr, Walter. NYT (January 6), 1, 6, 7. NYTCR 1, 394-97.

Ticket of Leave Man, The. White, Joy Roberts. PAC 1 (Spring), 31-32.

Ti-Jean and His Brothers. Hughes, Catharine. PP 1 (October), 52-3. Novick, Julius. NYT (August 6), 1, 3.

Tons of Money. Erdelyi, Joseph. PAC 3 (Fall), 14-16.

Tooth of Crime, The. Novick, Julius. NYT (November 19), 8.

Tough to Get Help. NYTCR 12, 284-86.

Tramp. Kerr, Walter. NYT (October 1), 1, 24.

Trap, The. Amoia, Alba and Bettina L. Knapp. DT 1 (Fall), 67-69.

Treasure Island. Hay, Peter. PAC 1 (Spring), 33-35.

Tribe of O, The. Wickstrom, Gordon M. ETJ 3, 311-28.

Troilus and Cressida. Wickstrom, Gordon M. ETJ 1, 72-87; ETJ 4, 443-59.

Twelfth Night. Kerr, Walter. NYT (March 12), 1, 3. NYTCR 5, 366-68. Wickstrom, Gordon M. ETJ 3, 311-28.

Twenty Two Years. Hughes, Catharine. PP 6 (March), 30-31, 85.

Two Gentlemen of Verona. Wickstrom, Gordon M. ETJ 2, 188-203.

Uncle Vanya. Wickstrom, Gordon M. ETJ 4, 443-59.

Unto These Hills. Sumner, Mark R. PM 4, 198-203.

Valentine. Erdelyi, Joseph. PAC 3 (Fall), 14-16.

Veterans. Wickstrom, Gordon M. ETJ 4, 443-59.

Via Galactica. Kerr, Walter. NYT (December 10), 5. NYTCR 22, 174-76.

Vivat! Vivat Regina. Kerr, Walter. NYT (December 10), 5. NYTCR 2, 385-88.

Volpone. Wickstrom, Gordon M. ETJ 4, 443-59.

Waiting. Mezei, Stephen. PAC 2 (Summer), 16-23.

Wanted. Kerr, Walter. NYT (January 30), 9. NYTCR 8, 339-41.

Way of La Cross, The. Mezei, Stephen. PAC 2 (Summer), 16-2.

Web and the Rock. NYTCR 8, 328-30.

Wedding Band. Kerr, Walter. NYT (November 5), 5, 14. NYTCR 23, 163-64.

Wedding of Iphigenia and Iphigenia in Concert, The. Hughes, Catharine. PP 5 (February), 54-55.

Who Killed Johnny Spode? Mezei, Stephen. PAC 1 (Spring), 36.

Wise Child. Kerr, Walter. NYT (February 6), 1, 3. NYTCR 3, 378-80.

Women Beware Women. Wickstrom, Gordon M. ETJ 1, 72-87.

Workingman, The. Mezei, Stephen. PAC 2 (Summer), 16-23.

You Smell Good to Me. Mezei, Stephen. PAC 4 (Winter), 27.

2. *Black Theatre*

Black theatre in New York: 1970-71. BT 6 (January), 38-51.

Coleman, Larry. Black terror. BT 6 (January), 36-37.

Gant, Lisbeth. The New Lafayette Theatre: anatomy of a community art institution. TDR 4 (December), 46-55.

Harris, Jessica B. The national black theatre. TDR 4 (December), 39-45.

Hill, Errol: Production news. BBT 1 (Spring).

Neal, Larry. Into nationalism, out of parochialism. PERF 2 (April), 32-40.

O'Neal, John. Performing in the south. PERF 2 (April), 41-51.

Pottlitzer, Joanne, trans. Black theatre in Brazil. BBT 2 (Winter) 5-6.

Schuck, Barry. Pennsylvania: Philadelphia black theatre season: 1970-71. BT 6 (January), 2-3.

Shore, Herbert L. Africa on stage. BBT 2 (Winter), 3-4.

Wilkerson, Margaret. Black theatre in California. TDR 4 (December), 25-38.

3. *Children's Theatre*

Corey, Orlin. As I saw them: a 12,000 mile quest for quality. CTR 2 (Spring), 2-19.

Ericson, Richard A. III. Tokyo junior theatre: an overseas experiment. DRAM 4 (January), 36-37.

Gilbert, W. Stephen. The National Youth Theatre. PP 2 (October), 46.

Gill, Anton. The National Youth Theatre PP 2 (October), 58-59.

Goldberg, Moses. The pedagogue in the eastern European children's theatre. ETJ 1, 5-12.

King, Kay and Rita Stull. Kids and imagination. DRAM 5 (February), 20-23.

Kraus, Ted M. Children's theatre in review: 'Pact' showcase in New York City. CTR 4, 30-32.

Sullivan, Dan. On the trail of children's theatre. CTR 2, 24-27.

Wandmacher, Nicholas. Visit to a small wonder: Leningrad's Tooz. DRAM 8 (May), 13-15, 24-25.

Wengrow, Arnold. The magic circle. CTR 3 (Summer), 18-21.

Whitney, Don. Instant replay in children's theatre. DRAM 4 (January), 36.

4. *Educational Theatre*

Ballew, Leighton. The ATA production lists project survey: 1970-71. ETJ 3, 302-10.

Caple, H. B. Editorial viewpoint. ENC 15, 2-3.

Carlson, Kay. Signing role for Pinocchio. DRAM 2 (November), 32-33.

Feggetter, Graeme. Plays in performance: a view from the north. DQTR 106 (Fall), 47-49.

Hayke, Scott and Robert Gueder. Callboard. DRAM 7 (April), 33-34.

Helm, David Jay. Theatre as learning environment. DRAM 4 (January), 37-38.

Hettler, Joyce B. Ondine in the round. DRAM 4 (January), 38.

Hill, Errol. Black theatre in New England colleges. BBT 2 (Winter), 7-8.

MacKay, Patricia. Black Dragon residence reorients the Kennedy Centre. TC 6 (November-December), 26-32.

———. The American College Theatre Festival's four years. TC 5 (October), 19-21, 30-31.

Marsh, John L. Tonight The Drunkard. DRAM 8 (May), 18-19.

Miller, Lynda M. Multi-media motivational technique. DRAM 4 (January), 18-19, 22.

Mitchell, Doug. The Barrabas ensemble. DRAM 2 (November), 16-19, 30.

Ovram, Mary H. The Matchmaker, set in century old hotel. DRAM 2 (November), 31-32.

Pollen, Mary, comp. College theatre across America. PM 1, 24-31.

Pawley, Thomas D. The black theatre audience. ENC 15, 4-14.

Payne, Thomas W. Road show program. DRAM 5 (February), 28-30.

Riley, Sandra. A Dylan media dream. DRAM 4 (January), 14-17.

Saginario, Victor R. Iphigenia in high school. DRAM 6 (March), 22-25.

Spensley, Phillip. The National Theatre School of Canada. PAC 1 (Spring), 10-14.

Wallis, Bill and Wilson, Ed. Production casebook no. 7: portrait of a company: university theatre, Newcastle. TQ 7 (July-September), 29-43.

Webb, R. Glenn, ed. Corn Doggie. DRAM 3 (December), 14-15.

Williams, Tom. Terminal: twelve scenes on death. DRAM 3 (December), 10-12.

Young, Jerry D. Environmental Everyman. DRAM 3 (December), 34-35, 28.

5. *Socio-Political Theatre*

Bream, Paul. Interaction at the Almost Free. PP 1 (October), 26-27.

Clark, Sebastian. Out of the mainstream. PP 3 (December), 34-38.

Frazer, Robin. Indian culture, a twentieth century renaissance. AC 2 (Summer), 7-13.

Kourilsky, Francoise. Vocal minorities: I: agit-prop in Paris. GAM 22 (Fall), 46-52.

Lee, Maryat. Street theatre in Harlem. TQ 8 (October-December), 35-43.

Martin, William. Theatre as social education. TQ 8 (October-December), 18-26.

Penciulescu, Rader. Vocal minorities II. GAM 22 (Fall), 52-57.

Rich, J. Dennis. National Theatre of the Deaf. PM 3, 114-119.

Simon, Sara P. The Trashumante Theatre. LTR 1 (Fall), 27-33.

Towsen, John. The Bread and Puppet Theatre: the stations of the cross. TDR 3 (September), 57-70.

B. International Theatre

A Chorus of Murder. Shorter, Eric. DQTR 105 (Summer), 54-58.

Agamemnon. Lambert J. W. DQTR 106 (Fall), 30-34.

Ah! Wilderness. Shorter, Eric. DQTR 106 (Fall), 35-40.

A Liberated Woman. Andrews, Nigel. PP 4 (January), 49.

Alice in Wonderland. Craig, Randall. DQTR 104 (Spring), 4-46.

A Little Love Nest. Knapp, Bettina. DT 2 (Winter), 69.

All Over. Esslin, Martin. PP 6 (March), 38-40. Holloway, Ronald and Gerald Colgan. PP 6 (March), 54-56. Lambert, J. W. DQTR 104 (Spring), 14-32.

All My Sons. Lambert, J. W. DQTR 105 (Summer), 15-78.

Alpha Alpha. Craig, Randall. DQTR 107 (Winter), 39-44. Esslin, Martin. PP 2 (November), 55.

And Was Jerusalem Builded Here? Shorter, Eric. DQTR 106 (Fall), 35-40.

Antony and Cleopatra. Tierney, Margaret. PP 1 (October), 42-43.

A Pagan Place. Hughes, Catharine. PP 3 (December), 50-51.

A Sky Blue Life. Craig, Randall. DQTR 104 (Spring), 40-46.

A Touch of Purple. Gow, Gordon. PP 3 (December), 52. Lambert, J. W. DQTR 107 (Winter), 14-29.

Bacchae, The. Gilbert, W. Stephen. PP 9 (June), 42-43. Shorter, Eric. DQTR 105 (Summer), 29-37.

Berkloo Line, The. Craig, Randall. DQTR 105 (Summer), 38.

Baker, The Baker's Wife and the Baker's Boy, The. Shorter, Eric. DQTR 107 (Winter), 30-38.

Bakke's Night of Fame. Hayes, Beth. PP 2 (November), 6. Lambert, J. W. DQTR 107 (Winter), 14-29.

Balcony, The. Esslin, Martin. PP 4 (January), 40-43.

Bear, The. Hammond, Jonathan. PP 12 (September), 53-54.

Becket. Shorter, Eric. DQTR 105 (Summer), 29-37.

Beggar's Opera, The. Dawson, Helen. PP 9 (June), 32-3.

Beheading, The. Cushman, Robert. PP 7 (April), 48-49. Lambert, J. W. DQTR 105 (Summer), 15-78.

Bella Ciao. Shorter, Eric DQTR 105 (Summer), 54-58.

Benches, The. Knapp, Bettina. DT 2 (Winter), 69.

Bible, One. Anderson, Michael and Cordelia Oliver. PP 1 (October), 54-56.

Big Wolf. Holmstrom, John. PP 9 (June), 34, 35, 45. Lambert, J. W. DQTR 105 (Summer), 15-78.

Black Comedy. Shorter, Eric. DQTR 104 (Spring), 33-39.

Blow Job. Craig, Randall. DQTR 104 (Spring), 40-46.

Blue Bird. Craig, Randall. DQTR 104 (Spring), 40-46.

Bodywork. Shorter, Eric. DQTR 107 (Winter), 30-38.

Brand. Shorter, Eric. DQTR 107 (Winter), 30-38.

Break of Noon. Shorter, Eric. DQTR 105 (Summer), 29-37.

Brussels. Hammond, Jonathan. PP 2 (November), 62-64.

Butley. Roberts, Peter. PP 7 (April), 47-48.

Caravaggio. Anderson, Michael and Cordelia Oliver. PP 1 (October), 54-56.

Caretaker, The. Taylor, John Russell. PP 7 (April), 38-39. Lambert, J. W. DQTR 105 (Summer), 15-78.

Caste. Gow, Gordon. PP 2 (November), 60-61.

Cato Street. Craig, Randall. DQTR 104 (Spring), 40-46.

Cave of Salamanca, The. Craig, Randall. DQTR 107 (Winter), 39-44.

Centaur, The. Porter, Cedric. PP 8 (May), 49.

Chairs, The. Lambert, J. W. DQTR 105 (Summer), 15-78.

Changing Room, The. Holland, Mary. PP 4 (January), 44-47. Lambert, J. W. DQTR 104 (Spring), 14-32.

Charley's Aunt. Lambert, J. W. DQTR 104 (Spring), 14-32. Price, Stanley. PP 5 (February), 42-45.

Class Plays. Will Wat? If Not, Wat Will? Hammond, Jonathan. PP 11 (August), 55.

Close the Coalhouse Door. Shorter, Eric. DQTR 105 (Summer), 29-37.

Clyde Moralities, The. Oliver, Cordelia. PP 11 (August), 60.

Come When You Like. Lambert, J. W. DQTR 105 (Summer), 15-78. Taylor, Bernard. PP 8 (May), 49.

Comedy of Errors, The. Trotler, Stewart. PP 11 (August), 52.

Company. Cushman, Robert. PP 6 (March), 34-37. Kane, John, PP 5 (February), 24-26, 70. Lambert, J. W. DQTR 104 (Spring), 14-32.

Contractors, The. Hammond, Jonathan. PP 2 (November), 62-64.

Coriolanus. Cox, Frank. PP 9 (June), 36-39.

Costa Packet. Gill, Anton. PP 3 (December), 53-54. Lambert, J. W. DQTR 107 (Winter), 14-29.

Cowardy Custard. Lambert, J. W. DQTR 106 (Fall), 14-29. Trotler, Stewart. PP 12 (September), 44-45.

Crete and Sgt. Pepper. Buckley, Peter PP 10 (July), 68. Lambert, J. W. DQTR 106 (Fall), 14-29.

Critic, The. Shorter, Eric. DQTR 106 (Fall), 35-40.

Crown Matrimonial. Gilbert, W. Stephen. PP 3 (December), 42-43. Lambert, J. W. DQTR 107 (Winter), 14-29.

Cut. Craig, Randall. DQTR 105 (Summer), 38.

Dance of Death. Holloway, Ronald and Gerald Colgan. PP 6 (March), 54-56.

Day After the Fair, The. Crosby, John. PP 2 (November), 44-45. Lambert, J. W. DQTR 107 (Winter), 14-29.

Dear Antoine. Lambert, J. W. DQTR 104 (Spring), 14-32.

Dear Brutus. Shorter, Eric. DQTR 106 (Fall), 40-43.

Death in Installments. Craig, Randall. DQTR 104 (Spring), 40-46.

Death Watch. Craig, Randall. DQTR 105 (Summer), 38.

Deep Blue Sea, The. Shorter, Eric. DQTR 107 (Winter), 30-38.

Devils, The. Trilling, Ossia. DQTR 104 (Spring), 60-62.

Devil Take Ye. Shorter, Eric. DQTR 104 (Spring), 33-39.

Doctor's Dilemma, The. Howlett, Ivan. PP 10 (July), 62-63.

Don Juan. Taylor, Bernard. PP 6 (March), 48.

Don't Pinch the Teaspoons. Shorter, Eric. DQTR 107 (Winter), 30-38.

Douglas Cause, The. Lambert, J. W. DQTR 104 (Spring), 14-32.

Downright Hooligan. Shorter, Eric. DQTR 107 (Winter), 30-38.

Dragon, The. Hammond, Jonathan. PP 1 (October), 49-51.

Dreams of Mrs. Fryer, The. Hammond, Jonathan. PP 1 (October), 49-51.

Edward G., Like the Film Star. Shorter, Eric. DQTR 107 (Winter), 30-38.

Edward—The Final Days. Craig, Randall. DQTR 105 (Summer), 38.

Emilia Galotti. Holloway, Ronald and Oliver, Cordelia. PP 12 (September), 61-63.

England's Ireland. Craig, Randall. DQTR 107 (Winter), 39-44.

Eugenie. Knapp, Bettina. DT 2 (Winter), 69.

Eumenides, The. Lambert, J. W. DQTR 106 (Fall), 30-34.

Evidence of Intimacy. Hammond, Jonathan. PP 2 (November), 62-64.

Family. Craig, Randall. DQTR 104 (Spring), 40-46.

Fifth Labor of Hercules, The. Craig, Randall. DQTR 107 (Winter), 39-44.

Finest Family in the Land, The. Esslin, Martin. PP 1 (October), 47. Lambert, J. W. DQTR 107 (Winter), 14-29.

Foco Novo. Craig, Randall. DQTR 107 (Winter), 39-44. Hammond, Jonathan. PP 1 (October), 49-51.

Four Little Girls, The. Ansorge, Peter. PP 5 (February), 51. Craig, Randall. DQTR 104 (Spring), 40-46.

Friday. Andrews, Nigel. PP 4 (January), 50.

Fries, Fries, Fries. Knapp, Bettina. DT 2 (Winter), 69.

From This Day Forever. Shorter, Eric. DQTR 106 (Fall), 35-40.

Front Page, The. Brien, Alan. PP 11 (August), 35-37. Lambert, J. W. DQTR 106. (Fall), 14-29.

Frustration. Craig, Randall. DQTR 106 (Fall), 44-47.

Garden, The. Leech, Michael. PP 2 (November), 59.

Genesis. Craig, Randall. DQTR 104 (Spring), 40-46.

George Jackson Black and White Minstrel Show. Hammond, Jonathan. PP 2 (November), 62-64.

Ghosts. Shorter, Eric. DQTR 105 (Summer), 29-37.

Ghost Train, The. Shorter, Eric. DQTR 104 (Spring), 33-39.

Godspell. Cushman, Robert. PP 4 (January), 38-39. Lambert, J. W. DQTR 104 (Spring), 14-32.

Going Home. Craig, Randall. DQTR 105 (Summer), 38.

Good Natured Man, The. Esslin, Martin. PP 5 (February), 34-37. Lambert, J. W. DQTR 104 (Spring), 14-32.

Good Time Johnny. Shorter, Eric. DQTR 104 (Spring), 33-39.

Gone With The Wind. Bryden, Ronald. PP 9 (June), 24-26. Lambert, J. W. DQTR 106 (Fall), 14-29.

Grandduchess's Farewells, The. Trilling, Ossia. DQTR 105 (Summer), 59-63.

Grand Magic Circus. Shorter, Eric. DQTR 105 (Summer), 54-58.

Great Exhibition, The. Craig, Randall. DQTR 105 (Summer), 38. Holland, Mary. PP 7 (August), 40-41.

Guys and Dolls. Shorter, Eric. DQTR 107 (Winter), 30-38.

Gymnasium. Esslin, Martin. PP 1 (October), 48-49.

Hamlet. Gow, Gordon. PP 1 (October), 38.

Handy for the Heath. Roberts, Peter. PP 6 (March), 47-48.

Hedda Gabler. Kurtz, Irma. PP 11 (August), 38-39.

Henry VI A-Hunting. Lewanski, Julian. TP 7 (July), 21-23.

High Time. Cushman, Robert. PP 9 (June), 41.

His Monkey Wife. Taylor, John Russell. PP 5 (February), 52.

Hitler Dances. Craig, Randall. DQTR 106 (Fall), 44-47.

Holderlin. Holloway, Ronald and Gerald Colgan. PP 6 (March), 54-56.

Home on the Pig's Back. Shorter, Eric. DQTR 105 (Summer), 29-37.

Huila Baloo. Baxt, George. PP 3 (December), 52.

Humulus the Muted Love. Craig, Randall. DQTR 107 (Winter), 39-44.

Husbands and Lovers. Craig, Randall. DQTR 107 (Winter), 39-44.

I and Albert. Brien, Alan. PP 3 (December), 48-49.

I, Claudius. Crosby, John. PP 12 (September), 42-43. Lambert, J. W. DQTR 106 (Fall), 14-29. Richardson, Tony, John Mortmer, David Warner, Bill Plev, and Sue Plummer. PP 11 (August), 18-21.

Inspector Calls, The. Shorter, Eric. DQTR 106 (Falls), 40-43.

In the Heart of the British Museum. Craig, Randall. DQTR 104 (Spring), 40-46.

Jashumon. Merin, Jennifer. PP 10 (July), 20.

Jesus Christ, Superstar. Dean, Robin. PP 1 (October), 35-37. Lambert, J. W. DQTR 107 (Winter), 14-29.

Jock. Hammond, Jonathan. PP 2 (November), 62-64.

John Gould. Taylor, Bernard. PP 6 (March), 45-46.

Joseph and the Amazing Technicolor Dreamcoat. Anderson, Michael and Cordelia Oliver. PP 1 (October), 54-56.

Journey's End. Lambert, J. W. DQTR 106 (Fall), 14-29. Taylor, John Russell. PP 10 (July), 51-53.

Julius Caesar. Ansorge, Peter. PP 10 (July), 56-59. Hayes, Beth. PP 1 (October), 38-39. Lambert, J. W. DQTR 107 (Winter), 14-29.

Jumpers. Lambert, J. W. DQTR 105 (Summer), 15-78. Roberts, Peter. PP 7 (April), 34-37.

Kathakali. Hammond, Jonathan. PP 10 (July), 68. Lambert, J. W. DQTR 106 (Fall), 30-34.

King Lear. Lambert, J. W. DQTR 106 (Fall), 14-29.

Kopronime. Knapp, Bettina. DT 2 (Winter), 69.

Lady's Not For Burning, The. Howlett, Irwin. PP 12 (September), 39-41.

La Langue au Chat. Godard, Colette. PP 2 (December), 66.

La Ramora. Knapp, Bettina. DT 2 (Winter), 69.

Late Christopher Bean, The. Shorter, Eric. DQTR 107 (Winter), 30-38.

Lear. Dark, Gregory. TQ 5 (January-March), 20-31. Holloway, Ronald. PP 3 (December), 64-65.

Lessons in Seduction. Shorter, Eric. DQTR 106 (Fall), 35-40.

Let's Murder Vivaldi. Craig, Randall. DQTR 107 (Winter), 39-44.

Liberty Ranch. Buck, Joan. PP 12 (September), 50-51.

Lie, The. Hammond, Jonathan. PP 2 (November), 62-64.

Lighthearted Intercourse. Shorter, Eric. DQTR 104 (Spring), 33-39.

Liquid Theatre, The. Hammond, Jonathan. PP 12 (September), 53-54.

Little Giant, The. Hammond, Jonathan. PP 9 (June), 41-42.

Live Like Pigs. Andrews, Nigel. PP 7 (April), 49-50. Craig, Randall. DQTR 105 (Summer), 38.

Lloyd George Knew My Father. Esslin, Martin. PP 11 (August), 48-49. Lambert, J. W. DQTR 106 (Fall), 14-29.

Log-Rollers, The. Trilling, Ossia. DQTR 105 (Summer), 59-63.

London Assurance. Dawson, Helen. PP 9 (June), 42. Lambert, J. W. DQTR 105 (Summer), 15-78.

Londoners, The. Lambert, J. W. DQTR 105 (Summer), 15-78.

Lonesome Like. Craig, Randall. DQTR 107 (Winter), 39-44. Hammond, Jonathan. PP 2 (November), 62-64.

Long Day's Journey Into Night. Lambert, J. W. DQTR 104 (Spring), 14-32. Leonard, Hugh PP 5 (February), 46-50, 67.

Lord Arthur Savile's Crime. Lambert, J. W. DQTR 105 (Summer), 15-78. Taylor, John Russell. PP 8 (May), 47.

Love . . . Love . . . Love . . . Pontac, Perry. PP 5 (February), 51-52.

Love's Labour's Lost. Lambert, J. W. DQTR 106 (Fall), 14-29.

Lower Depths, The. Crosby, John. PP 11 (August), 46-47. Lambert, J. W. DQTR 106 (Fall), 14-29.

Macbeth. Lambert, J. W. DQTR 105 (Summer), 15-78. Shorter, Eric. DQTR 107 (Winter), 30-38.

Macbett. Knapp, Bettina. DT 2 (Winter), 69.

Maid of the Mountains, The. Lambert, J. W. DQTR 106 (Fall), 14-29. Leonard, Hugh. PP 9 (June), 28-31.

Maids, The. Craig, Randall. DQTR 105 (Summer), 38.

Malcolm. Hammond, Jonathan. PP 1 (October), 49-51.

Man and Superman. Shorter, Eric. DQTR 105 (Summer), 29-37.

Maria Magdalena. Holloway, Ronald. PP 3 (December), 64-65.

Mary, Mary. Hammond, Jonathan. PP 8 (May), 48.

Mary Rose. Kurtz, Irma. PP 12 (September), 46. Lambert, J. W. DQTR 106 (Fall), 14-29.

Mating Game, The. Lambert, J. W. DQTR 106 (Fall), 4-29. Perrick, Eve. PP 11 (August), 53.

Medea. Shorter, Eric. DQTR 105 (Summer), 29-37.

Merchant of Venice, The. Esslin, Martin. PP 11 (August), 44-45. Lambert, J. W. DQTR 106 (Fall), 14-29. Frilling, Ossia. DQTR 105 (Summer), 59-63.

Metamorphosis. Hammond, Jonathan. PP 1 (October), 9-51.

Middle Watch, The. Shorter, Eric. DQTR 106 (Fall), 40-43.

Midwife, The. Holloway, Ronald. PP 11 (August), 58.

Mother Adam. Lambert, J. W. DQTR 104 (Spring), 14-32. Norman, Barry. PP 4 (January), 50-51.

Mother Earth. Gilbert, W. Stephen. PP 2 (November), 59-60.

Mr. Joyce is Leaving Paris. Craig, Randall. DQTR 105 (Summer), 38. Hammond, Jonathan. PP 12 (September), 53-54.

Much Ado About Nothing. Cushman, Robert. PP 5 (February), 40. Lambert, J. W. DQTR 104 (Spring), 14-32.

Murder in the Cathedral. Esslin, Martin. PP 1 (October), 44-45. Lambert, J. W. DQTR 107 (Winter), 14-29.

Napoli Millioniar. Lambert, J. W. DQTR 107 (Winter), 14-29.

Never the Train. Pontac, Perry. PP 6 (March), 47.

No Place to Be Somebody. Kraus, Ted M. PM 3, 132.

Notes on a Love Affair. Bryden, Ronald. NYT (April 16), 4, 6. Price, Stanley. PP 8 (May), 42-43.

Oedipus Now. Craig, Randall. DQTR 107 (Winter), 39-44. Esslin, Martin. PP 3 (December), 7.

Oedipus Rex. Shorter, Eric. DQTR 106 (Fall), 35-40.

Offending the Audience. Craig, Randall. DQTR 104 (Spring), 40-46. Hammond, Jonathan. GAM 21 (Winter), 106-9.

Old Ones, The. Lambert, J. W. DQTR 107 (Winter), 14-29. Taylor, John Russell. PP 12 (September), 52.

Old Times. Knapp, Bettina. DT 2 (Winter), 69.

On All Fours. Wysinska, Elzbieta. TP 9 (September), 20-21.

One Hundred Watt Bulb, The. Craig, Randall. DQTR 105 (Summer), 38.

On the Road. Craig, Randall. DQTR 106 (Fall), 44-47. Hammond, Jonathan. PP 1 (October), 49-51.

Open House. Shorter, Eric. DQTR 105 (Summer), 29-37.

Othello. Lambert, J. W. DQTR 106 (Fall), 14-29. Sheridan, Jenny. PP 12 (September), 51. Sheridan, Jenny and Alex Stuart. PP 11 (August), 40-41.

Overruled. Craig, Randall. DQTR 107 (Winter), 39-44.

Owl on the Battlements. Shorter, Eric. DQTR 104 (Spring), 33-39.

Painters, The. Craig, Randall. DQTR 104 (Spring), 40-46.

Parent's Day. Taylor, John Russell. PP 12 (September), 47.

Peer Gynt. Shorter, Eric. DQTR 104 (Spring), 33-39. Tullman, Abisag. PERF 4 (September-October), 43-53.

People Are Living There. Craig, Randall. DQTR 104 (Spring), 40-46.

People Show. Anderson, Michael and Cordelia Oliver. PP 1 (October), 54-56.

Performing Husband, The. Andrews, Nigel. PP 8 (May), 47-48.

Persians, The. Shorter, Eric. DQTR 107 (Winter), 30-38.

Peter Handke Playlets, The. Craig, Randall. DQTR 105 (Summer), 38.

Peter Pan. Lambert, J. W. DQTR 104 (Spring), 14-32.

Phoenix-and-Turtle. Craig, Randall. DQTR 106 (Fall), 44-47.

Pig in a Poke, Shorter, Eric. DQTR 105 (Summer), 29-37.

Pip Simmonds. Craig, Randall. DQTR 107 (Winter), 39-44.

Plays for the Rubber Go-Go Girls. Craig, Randall. DQTR 106 (Fall), 44-47.

Plugge, In. Craig, Randall. DQTR 106 (Fall), 44-47. Hammond, Jonathan. PP 1 (October), 49-51.

Plutus. Shorter, Eric. DQTR 107 (Winter), 30-38.

Po' Miss Julie. Gow, Gordon. PP 11 (August), 52-53.

Popkiss. Gill, Anton. PP 1 (October), 48. Lambert, J. W. DQTR 107 (Winter), 14-29.

Possessed, The. Esslin, Martin. PP 10 (July), 67. Lambert, J. W. DQTR 106 (Fall), 30-34. Morawiec, Elzbieta. TP 2 (February), 22-25.

Pre-Paradise Sorry Now. Hammond, Jonathan. GAM 1, 106-109.

Price of Justice, The. Esslin, Martin. PP 6 (March), 46-47. Lambert, J. W. DQTR 104 (Spring), 14-32.

Prince and Mr. Jones, The. Shorter, Eric. DQTR 105 (Summer), 29-37.

Private Lives. Lambert, J. W. DQTR 107 (Winter), 14-29. Morley, Sheridan. PP 2 (November), 49-51.

Prope. Holloway, Ronald and Cordelia Oliver. PP 12 (September), 61-63.

Prosecution, The. Hammond, Jonathan. PP 1 (October), 49-51.

Pull Both Ends. Gilbert, W. Stephen. PP 12 (September), 47-48.

Red is for Winter. Shorter, Eric. DQTR 106 (Fall), 40-43.

Rent—Or Cought in the Act. Hammond, Jonathan. PP 11 (August), 55.

Replique. Anderson, Michael and Cordelia Oliver. PP 1 (October), 54-56.

Reunion in Vienna. Howlett, Ivan. PP 7 (April), 48. Lambert, J. W. DQTR 105 (Summer), 15-78.

Revenger's Tragedy, The. Holloway, Ronald. PP 11 (August), 58.

Richard's Corkleg. Brien, Alan. PP 2 (November), 42-43. Lambert, J. W. DQTR 107 (Winter), 14-29.

Richard II. Cox, Frank. PP 8 (May), 44-46. Lambert, J. W. DQTR 105 (Summer), 15-78.

Richard III. Shorter, Eric. DQTR 105 (Summer), 54-58.

Ride a Cockhorse. Taylor, John Russell. PP 6 (March), 45.

Rock Carmen. Gill, Anton. PP 12 (September), 51-52.

Roll Me Over. Shorter, Eric. DQTR 104 (Spring), 33-39.

Romeo and Juliet. Lambert, J. W. DQTR 104 (Spring), 14-32.

Ruling the Roost. Shorter, Eric. DQTR 107 (Winter), 30-38.

Sam, Sam. Andrews, Nigel. PP 7 (April), 51.

Saved. Knapp, Bettina. DT 2 (Winter), 69.

School for Scandal, The. Cushman, Robert. PP 10 (July), 60-61. Lambert, J. W. DQTR 105 (Summer), 15-78.

Self-Accusation. Hammond, Jonathan. GAM 21, 106-9.

Shadow of a Gunman. Sheridan, Jenny. PP 11 (August), 53.

Shakespeare the Sadist. Craig, Randall. DQTR 107 (Winter), 39-44.

She Would If She Could. Shorter, Eric. DQTR 107 (Winter), 30-38.

Shoemakers, The. Trilling, Ossia. DQTR 104 (Spring), 60-62.

Show Me the Way to Go Home. Hammond, Jonathan. PP 1 (July), 69.

Siege. Lambert, J. W. DQTR 105 (Summer), 15-78. Waterhouse, Robert. PP 7 (April), 50-51.

Silence. Hammond, Jonathan. PP 2 (November), 62-64.

Six Characters in Search of an Author. Shorter, Eric. DQTR 107 (Winter), 30-38.

Smilin' Through. Baxt, George. PP 12 (September), 50. Lambert, J. W. DQTR 106 (Fall), 14-29.

Soft or a Girl. Shorter, Eric. DQTR 104 (Spring), 33-39.

Solitaire, Double Solitaire. Kraus, Ted. PM 3, 132.

Straight Up. Lambert, J. W. DQTR 104 (Spring), 14-32. Taylor, John Russell. PP 5 (February), 38-39.

Stallerhof. Holloway, Ronald and Cordelia Oliver. PP 12 (September), 61-63.

Stand and Deliver. Esslin, Martin. PP 3 (December), 54. Lambert, J. W. DQTR 107 (Winter), 14-29.

Summoning of Everyman, The. Hammond, Jonathan. PP 1 (October), 56-57.

Sunday Walk, The. Shorter, Eric. DQTR 104 (Spring), 33-39.

Surrounded, but not Afraid. Schechner, Richard. NYT (September 17), 5, 32.

Tamburlaine the Great. Anderson, Michael and Cordelia Oliver. PP 1 (October), 54-56.

Taming of the Shrew, The. Howlett, Ivan. PP 11 (August), 50-51.

Tartuffe. Shorter, Eric. DQTR 106 (Fall), 40-43.

Technicians, The. Craig, Randall. DQTR 104 (Spring), 40-46.

Tempest, The. Craig, Randall. DQTR 107 (Winter), 39-44. Shorter, Eric. DQTR 105 (Summer), 29-37. Stuart, Alex. PP 11 (August), 54.

The Long and the Short and the Tall. Lambert, J. W. DQTR 104 (Spring), 14-32.

Three Arrows, The. Cushman, Robert. PP 3 (December), 44-46.

Threepenny Opera, The. Lambert, J. W. DQTR 105 (Summer), 15-78. Leonard, Hugh. PP 7 (April), 42-45.

Three Sisters. Trilling, Ossia. DQTR 104 (Spring), 60-62.

Thomson Report, The. Craig, Randall. DQTR 105 (Summer), 38.

Time and Time Again. Lambert, J. W. DQTR 107 (Winter), 14-29. Taylor, John Russell. PP 1 (October), 40-41.

'Tis Pity She's a Whore. Cushman, Robert. PP 3 (December), 44-46. Lambert, J. W. DQTR 107 (Winter), 14-29.

Titus Andronicus. Greer, Germaine. PP 3 (December), 34-41.

Todestunz. Holloway, Ronald and Gerald Colgan. PP 6 (March), 54-56.

Tom Brown's Schooldays. Gilbert, W. Stephen. PP 10 (July), 54-55. Lambert, J. W. DQTR 106 (Fall), 14-29.

Tooth of Crime, The. Craig, Randall. DQTR 106 (Fall), 44-47. Cushman, Robert. PP 12 (September), 49-50.

Traveller Without Luggage. Shorter, Eric. DQTR 107 (Winter), 30-38.

Trelawny. Lambert, J. W. DQTR 106 (Fall), 14-29. Taylor, John Russell. PP 11 (August), 42-43.

Triumph of Death. Trilling, Ossia. DQTR 105 (Summer), 59-63.

Twelfth Night. Lambert, J. W. DQTR 106 (Fall), 14-29. Leonard, Hugh. PP 10 (July), 64-66.

Two Wheeler. Craig, Randall. DQTR 104 (Spring), 40-46.

Umbatha. Hammond, Jonathan. PP 8 (May), 48-49. Lambert, J. W. DQTR 106 (Fall), 30-32. Marowitz, Charles. NYT (May 7), 1, 26.

Unexpurgated Memoirs of Bernard Mergendeileis. Craig, Randall. DQTR 105 (Summer), 3-5.

Upper Street, Supper Treat. Craig, Randall. DQTR 104 (Spring), 40-46.

Veterans. Bryden, Ronald. PP 7 (April), 30-32. Lambert, J. W. DQTR 105 (Summer), 15-78.

Volpone. Knapp, Bettina. DT 2 (Winter), 69.

Was He Anyone. Esslin, Martin. PP 12 (September), 48-49.

Waterhen, The. Anderson, Michael and Cordelia Oliver. PP 1 (October), 54-56.

Welcome. Trilling, Ossia. DQTR 105 (Summer), 59-63.

When We Dead Awaken. Hammond, Jonathan. PP 12 (September), 53-54.

Wild Duck, The. Trilling, Ossia. DQTR 105 (Summer), 59-63.

Wild Swans, The. Trilling, Ossia. DQTR 105 (Summer), 59-63.

With All My Love I Hate You. Craig, Randall. DQTR 107 (Winter), 39-44.

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Would-Be Nobleman, The. Trilling, Ossia. DQTR 105 (Summer), 59-63.

Yerma. Ansorge, Peter. PP 9 (June), 43-44. Lambert, J. W. DQTR 106 (Fall), 30-34.

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Rostotsky, Boleslav. Combining theatrical traditions with new trends. TP 11-12 (December), 25-27.

Rostrup, Kaspar. New tendencies in Scandinavian theatre. TP 11-12 (December), 46-48.

Ryan, Paul Ryder. Notes on theatre in West Germany. TDR 4 (December), 92-99.

———. Olympic Theatre. TDR 4 (December), 62-91.

Sadler, Allen. The West. PP 3 (December), 64.

Schanzer, George O. The Mexican stage in the fall of 1971. LTR 2 (Spring), 45-49.

Sogliuzzo, A. Richard. Dario Fo: puppets for proletarian revolution. TDR 1 (September), 71-77.

Stitt, Ken, Ivan Howlett, and Michael Anderson. The regions. PP 7 (April), 54, 56, 86.

Thornber, Robin and Cordelia Oliver. The regions. PP 6 (March), 52-53.

Trilling, Ossia. European festival round-up: Vienna, Zurich, and Berlin. DQTR 107 (Winter), 59-63.

———. Peter Brook in Persia: playing with words at Persepolis. TQ 5 (January-March), 33-40.

Wardle, Irving. British theatre in the past fifteen years. TP 11-12 (December), 42-44.

Waterhouse, Robert. Money and musicals. PP 8 (May), 23-26.

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Zadan, Craig. Yeh, but this year is gonna be different. PP 3 (December), 32-33.

ABSTRACTS OF DOCTORAL DISSERTATIONS IN THE FIELD OF SPEECH COMMUNICATION, 1972

CAL M. LOGUE
University of Georgia

Three hundred and eight doctoral dissertation abstracts from thirty-four universities are reported in the following pages. The abstracts are distributed through eight categories as follows: Instructional Development, 12; Interpersonal and Small Group Interaction, 34; Interpretation, 14; Mass Communication, 35; Public Address, 53; Rhetorical and Communication Theory, 45; Speech Science, 63; and Theatre, 52. Space limitations preclude listing abstracts in more than one category although the potential of cross-referencing is frequently apparent. Hence, each abstract has been placed in the one category in which it appears to be *most* appropriate. In all but a few cases that category was identified by the abstract author.

Unless otherwise noted at the end of the abstract, the dissertation was abstracted by its author. Unless a different date appears after the university citation, the dissertation was completed during the calendar year 1972. Unless otherwise specified, the dissertation was completed in fulfillment of requirements for the Ph.D.

Instructional Development

Bresee, W. Floyd. An Analysis of Homiletics Teaching Methods Advocated by Contemporary Homiletic Authorities in the United States. Northwestern U. (1971).

The purpose of this study was to show how contemporary homiletic authorities believe homiletics ought to be taught—and why.

Suggestions of these authorities were weighed against six principles of learning as denoted in the hypothesis of this study: "An analysis of homiletics teaching methods advocated by outstanding homiletic authorities will reveal an emphasis on such principles of learning as doing, realism, and evaluation (reinforcement)—and a neglect of such principles as motivation, understanding objectives, and consideration of background (individuality)."

A questionnaire was sent to the chairman of the homiletics department in 125 seminaries to identify individuals considered by homiletics teachers to be authorities on the teaching of homiletics. An instrument was then developed to use as a guide for the in-depth, personal interview with the sixteen homileticians chosen as outstanding by their peers. Interviews were tape-recorded, transcribed, analyzed, and reported.

The study indicated these homileticians believe that, in practice, doing and evaluation are emphasized; however, realism, motivation, understanding objectives, and consideration of background are neglected.

Realism should be improved by sending students out more often to preach in real worship situations. Many modern homiletics students do not understand the value and potential of preaching and come poorly motivated to preach. The teacher must clarify his instructional objectives. Course offerings, individual assignments and sermon critiques must be flexible enough to fit the needs and background of the individual student.

Homiletics needs to stress interdisciplinary cooperation, improve intradisciplinary cooperation, accentuate the dialogic principle, and emphasize continuing education.

Cottrill, Thomas L. A Comparison of Two Methods of Teaching Listening Comprehension to College Freshmen. Oklahoma State U. Ed.D.

The primary purpose of this study was to experimentally investigate the effectiveness of teaching listening comprehension to college freshmen by a programmed approach as opposed to a conventional approach at different hours

of the day. Focusing upon the listening comprehension ability of freshmen, this investigation hypothesized that there should be no significant difference in the listening achievement scores of students enrolled in the basic speech course at Northeastern State College due to the method of instruction received or the time of day at which the instruction was received. A secondary purpose of the study was to ascertain the students' attitudes toward the instructional method they received.

The findings allowed the following conclusions to be drawn with a degree of confidence: 1) For the present sample, the Xerox programmed approach to teaching listening comprehension to college freshmen is significantly better than the conventional method. 2) In this particular sample it would appear that the best hour for presenting listening comprehension material is 1:00 P.M. with 8:00 not being significantly different from either 1:00 or 10:00. 3) The method of instruction and time of day the instruction is received do not interact to produce a significant effect on the subjects' listening achievement scores. 4) The students have little preference for one instructional method over the other.

El-Khatib, Omar Ismail. A Functional Plan for Professional Training of Broadcasters in Developing Countries. Ohio State U.

It may be reasonably predicted that the increase in demand for broadcast media in the developing countries will continue. The future level of this demand is related to three major factors: growth of population, increasing per capita income, and the comparatively greater need for the media which a given rise of per capita income stimulates in developing countries, as compared with developed ones. All determinants of future demand work in the same direction.

If social and economic plans of a developing country are to bear fruit, broadcast media should be considered part of the country's basic facilities—like roads, electricity, harbors—funds for which are invested not merely for immediate and identifiable results, but also to promote a long-term increase in national production. Broadcasting resources should be expected to result in an informed, motivated and skilled people leading to the increased availability of productive manpower whether in urban or rural areas.

The effective use of the broadcast media, however, is possible only if there is a close integration of the efforts of all concerned on the three levels of planning, production and reception of broadcast programs. This requires professional training of both broadcasters and media users. The number of trained communication specialists is still small compared with the needs, and should be steadily increased if the broadcast media are to play a major role in bringing about change in developing countries. The broadcaster must be made aware of the role and potential power of mass communication in the social system in which he lives. This awareness is the first step in building the sense of responsibility which is a primary qualification of the professional broadcaster.

Hesler, Marjorie W. An Investigation of Instructor Use of Space. Purdue U.

The study investigated the instructor's use of space in the speech communication classroom. Relationships among instructor's spatial behavior, interpersonal relationship, personality characteristics, instructor sex and seating arrangements were investigated.

Twenty-four instructors of the basic speech communication course and their 452 students were studied. Each instructor's spatial behavior was measured through the use of a space observation system developed for this study. The classroom interpersonal relationship was measured by a twenty statement instrument which included four factors: teacher affection, student affection, control and inclusion. Three of six categories of space were found to have a significant relationship to students perception of teacher affection, student affection, and inclusion.

Personality characteristics of instructors were measured by the Maudsley Personality Inventory. Results of comparisons of instructor rank on personality characteristic and rank in use of space were non-significant. Test results indicated that instructors using traditional seating arrangements were not perceived differently than were instructors using a non-traditional seating arrangement. Personality scores were found not to be related to instructor choice of seating arrangement.

Male and female instructors were found to use space significantly different. Instructors whose students sat in a traditional seating arrangement used space differently than instructors whose students sat in a non-traditional arrangement. Critical areas of the classroom were identified and guidelines were suggested for training teachers.

Mardell, Carol. The Prediction of Mathematical Achievement from Measures of Cognitive Processes. Northwestern U.

This investigation tested the interrelationships among verbal-logical cognitive processes, nonverbal-perceptual cognitive processes, mathematical achievement, sex, race, and SES levels. The predictive ability of eleven variables for the mathematical achievement scores of 214 fifth grade students within a racially integrated school district was studied. Ten tests of cognitive processes, developed or adapted by the National Longitudinal Study of Mathematical Abilities (NLSMA), and the verbal score from the School and College Abilities Tests (SCAT) were selected as predictors of mathematical achievement.

Multiple correlations were computed to show relationships among variables and multiple regression equations were developed to determine the most efficient variables for use in the prediction of mathematical achievement. Achievement was defined by the two subscores of the Sequential Tests of Educational Progress (STEP) Mathematics Test.

The null hypothesis that there is no significant difference between the two components of intellectual activity (nonverbal-perceptual cognitive processes and verbal-logical cognitive processes) in predicting mathematical achievement at the fifth grade level was supported. Furthermore, results indicated that both components are significantly good predictors for determining mathematical computation and mathematical basic concepts ($P < .01$).

Other results indicated that girls did significantly better than boys ($P < .01$), whites did significantly better than blacks ($P < .001$), and there was no significant difference among socioeconomic levels. However, the interaction of SES and race was also very significant ($P < .001$). None of the differences between multiple correlations was significant.

Implications for teachers of general mathematics as well as for teachers of students with mathematical learning disabilities were included for theory, diagnosis, and teaching strategies.

Ratliffe, Sharon A. A Comparative Analysis of Selected Methods Textbooks, Curriculum Guides, and Student Textbooks Intended for Use in Teaching the High School Basic Speech Course. Wayne State U.

The purpose of this study was to provide a comparative analysis of seven hardback speech methods textbooks, twelve curriculum guides totally devoted to speech and recommended by state departments of education, seven hardback student textbooks for high school basic speech courses (published since 1965), and selected journal articles published in *The Speech Teacher* (January, 1965 through March, 1972) and the December, 1972, issue of the *Bulletin of the National Association of Secondary School Principals.*

In general, there appeared to be few differences among the publications with the exception of differences in extensiveness of coverage and the inclusion or exclusion of a topic. Two major trends appeared to emerge in all textual materials: the tendency to include communication theory and to involve students in course planning. The trend toward the inclusion of communication theory appeared to generate related trends within each type of publication but not necessarily across all three types. For example, trends appeared to emerge toward: 1) defining communication as a receiver-oriented process; 2) including communication theory in the orientation unit; 3) emphasizing semantics; 4) shifting informal group communication (introductions, conversation, and interviews) from the orientation unit to later units or eliminating it; 5) including small group theory in the discussion unit; 6) placing less emphasis on delivery; and 7) describing intrapersonal, interpersonal, and public communication (discussion, parliamentary debate, and mass communication) as content of the basic speech course. The professional journal article appeared to serve the purpose of a method for helping teachers keep abreast of current trends in speech education.

Roberts, Churchill L. The Effects of Self-confrontation, Role Playing, and Response Feedback on the Level of Self-esteem. U. Iowa (1971).

The purpose of this study was to investigate some of the ways in which self-esteem might be enhanced. Two videotape treatments (a playback and no playback condition), two role playing treatments (a high status and low status condition), and three reinforcement or feedback treatments (a positive reinforcement, a negative reinforcement, and a no reinforcement condition), were employed.

It was reasoned that if a subject's videotaped performance in some type of role playing situation were positively or negatively appraised by a credible source, his subsequent change in self-esteem would be greater if he were allowed to see a playback of the performance than if he received the appraisal without a playback. It

was also predicted that self-esteem would vary positively as a function of the form (positive or negative) of response feedback. The third hypothesis was that subjects who played a high status role would make more positive changes in self-esteem than subjects who played a low status role.

Subjects were selected from vocational classes, and a practice job interview served as a means of studying the three independent variables. Two self-esteem criterion measures were used.

The results showed that only the second hypothesis could be confirmed. However, subjects who received a videotape playback of their performance perceived the practice as significantly more helpful than subjects who did not receive a playback. Also, subjects who played a high status role found the experience meaningful only when they were allowed to see a playback of their performance.

Stephenson, Stephen J. A Multivariate Analysis of Factors Predictive of Attitude Change in a Speech Situation. U. Michigan.

The purpose of the study was to investigate attitude phenomena in speech classroom settings. Two additional purposes emerged: to develop appropriate measuring instruments to measure the audience perceptions of speaker dynamism and authoritativeness and the audience-oriented variables of topic relevancy and topic-specific confidence, and to analyze the role of these variables in communication outcomes.

The authoritativeness instrument was constructed and refined on the basis of two factor analyses and item-analyses procedures and then experimentally tested for its predictive power. Similar procedures were followed in constructing the relevancy and confidence instruments. Finally, scales for the measurement of dynamism and attitude were selected from semantic differential scales which had been subjected to factor analysis.

Results demonstrated significant attitude gain score differences between experimental and control groups. Large differential relevancy levels were attained, but relevancy did not have the dominant influence suggested by some theorists.

After the preattitude measure, the best predictors of attitude change were as follows: authoritativeness on a civil disobedience topic, dynamism on agriculture, and relevancy on drip dry clothes. These findings and others pointed to an important conclusion of the study: variable interaction was strongly influenced by topic. The influence of topic seemed to be a result of something other than "relevancy of topic" as it did not account for the results. These results suggest an additional important variable, not measured in this study, which influences attitude change.

Ternent, William A. College Student Perceptions of College Course Relevance. Ohio State U.

This study investigated student perceptions of college learning situations to better understand what is meant when college courses are called "irrelevant."

George Kelley's repertory grid research instrument was used to study student groups. The study sought to define constructs used in concluding relevance and to determine how students use those constructs in defining relevance.

This study found the "issue" of relevance active for only one-third of the student sample. Moreover, when operable, the issue was of secondary or lesser concern, save one case. Hence, relevance of college courses was assessed as not presently an issue meriting deliberate, intensive educator concern.

Primary concerns of those students interested in relevance center on the human aspects of the learning situation. They are concerned about the commitment and sincerity of the instructor with respect to attitudes and actions in dealing with students and in demonstrated dedication to his subject. Another major interest is having a problem oriented learning situation where students may develop individual objective and subjective meanings related to the subject matter.

While this study offers a view of the meaning of source relevance to college students, it does not yield data that should be used to construct learning situation alternatives. The study outcomes suggest that much of the literature overemphasizes the "issue" of relevance of college courses and that most contemporary alternatives designed to make learning situations "relevant" (as opposed to the purported irrelevance of traditional approaches) are of far more interest to their proponents, opponents, and educational policy makers than to the students whose aberrations are supposed to have made them necessary.

Tuttle, George E. Development and Evaluation of Programed Instruction Material in Speech Composition for Secondary Education. U. Illinois.

The purpose of this study was: to develop programed material in speech communication for the secondary level and to experimentally

test the material to measure its effect on retention and on learner attitude.

The programed text was prepared from a content matrix in scramble book form using branching and linear frames. Three forms of a testing instrument were prepared with satisfactory equivalent form reliability. Three hundred sixty-four high school sophomores at a large suburban high school were placed in control and experimental intact groups.

The data revealed that experimental groups performed better than control groups totally and at different ability levels. The difference was statistically significant on the posttest. Retention over time was tested with a delayed posttest. Residual scores indicated initial learning and retention was higher in students of higher ability.

The observation of data from opinion and time utilization surveys suggested that students felt the material was helpful and required less time to complete.

Whitaker, Bailey Bowen. An Empirical Study of Self-Feedback During Speech Communication. U. Southern California.

The general purpose of the study was to investigate the nature of self-feedback (stimuli received from himself as a speaker speaks aloud) its overt manifestations, and its relation to speech production.

The research design included two main parts. First, the researcher gathered tape recordings of 100 persons speaking in common speech situations (lectures, conversations, radio-TV interviews). The sample was weighted toward well-educated, experienced speakers; the conservative rationale being to make it difficult to find nonfluencies, mispronunciations, grammatical mistakes, etc. In analyzing these tapes, the investigator further restricted himself to "obvious" instances of overtly detectable signs of self-feedback relative to the preceding sentence or part of a sentence. Despite these deliberate constraints, 226 instances were documented, at least one from each of the 100 subjects; these were arbitrarily labeled "Base Sample." Two things were derived from these data: a taxonomy for the discovered "immediate" self-feedback instances and a list of major questions about self-feedback which required the gathering of additional data of different kinds.

A principal conclusion of the study: Instances of immediate self-feedback in the Base Sample were judged to be common rather than rare: evidence from the Supplementary Data justified the additional term, pervasive.

White, Opal T. The Mexican American Subculture: A Study in Teaching Contrastive Sounds in English and Spanish. U. Oklahoma.

The Mexican American subculture in the Southwest departs from the typical assimilation and acculturation patterns that have for many years successfully transformed many diverse foreign people into the mainstream of American life. In large part, this lack of assimilation is due to the persistence of the use of Spanish among the Mexican Americans.

This study analyzes the reasons for this persistence of Spanish and the resulting educational problems in Texas. A review and evaluation is given the special programs implemented in Texas to better educate the Mexican American child. Theories of language acquisition and methods of teaching a second language are reviewed. The study presents a simplified version of English phonetics and contrastive points in Spanish phonetics that could be used in a course for Speech for the Classroom Teacher for prospective teachers who have no Spanish language background and a limited knowledge of English phonetics. This includes a discussion of the structure of sound systems and presents contrastive studies of the phonemic of both English and Spanish and the intonation patterns of the two languages as related to stress, pitch, and juncture.

Young, Robert Q. An Experimental Investigation of Reading and Listening Comprehension and of the Use of Readability Formulas as Measures of Listenability. Ohio. U.

The purposes of this study were to compare reading comprehension with listening comprehension and to assess the use of readability formulas as listenability formulas.

Experimental subjects either heard a tape of fourteen messages at 175 wpm or read the messages presented one line at a time on film at 175 wpm. All subjects took the Rossiter Listening Test immediately after hearing or reading the messages and also one week later and rated the interestingness and difficulty of each message. Control subjects read the messages from printed pages and took the test. Readability analysis of each message was done using the Flesch and the Dale-Chall formulas.

The results of the study were as follows: 1) There was no difference between readers and listeners on the Rossiter test either immediately after hearing or reading the messages or one week later. 2) Reader and listener scores de-

creased about the same amount from the immediate test to the later test. 3) There was a higher correlation between interestingness ratings and listener scores than between difficulty ratings and listener scores, but there was a higher correlation between difficulty ratings and reader scores than between interestingness ratings and reader scores. 4) Interestingness ratings and difficulty ratings of each message correlated highly. 5) There was a high correlation between readability formula scores and listener test scores. 6) There was no correlation between readability formula scores and either of the ratings. 7) There was no difference between film reader scores and control reader scores. 8) The test used was reliable.

Yousef, Fathi Salaama. Cross-Cultural Social Communicative Behavior: Egyptians in the U.S. U. Minnesota.

The research is the result of the responses of 127 Egyptians in the U.S. to a questionnaire devised by the researcher and based on observable social behavior isolates combined to form related sets. The data elicited in response to that situational approach show consistent underlying themes of behavior patterns.

Three areas of cross-cultural social communicative behavior are examined in this study: guest-host relationships in terms of greeting behavior, visiting behavior, and expression of graciousness and hospitality; expression of pleasure during public functions; and time orientation in terms of social time and business time.

The study concludes a major pattern of mutual dependence underlies social interaction between Egyptians in the U.S. The interactants view their relationships in terms of guest-host roles with situational expectations and territorial obligations on the part of each. A high premium in the relationships is set on the manifestation and practice of hospitality, generosity, and largesse.

Two sub-themes of the pattern are reflected in the expression of pleasure during public functions and in social time behavior. In public functions the performed-audience relationship assumes the dimensions of a guest-host interaction, and social time behavior reflects the same roles as if in an openhouse context. Business time, however, is viewed in definite and precise terms.

In interaction with Americans the respondents' behaviors seem to be a function of their knowledge and degree of assimilation in the U.S. culture.

Interpersonal and Small Group Interaction

Anton, Paul. The Relative Reinforcement Effects of Action-Oriented Words and Non-Action-Oriented Words. Ohio U.

An effort was made to apply Premack's principles of relative reflex strength to reinforcement effects in written verbal language behavior. It was hypothesized that action behavior as represented by action-oriented written language (verbs) would be more reinforcing than non-action-oriented written language (nouns) in a differentially reinforced learning situation.

Using a pre-experimental pretest-posttest designed a series of verb-associated and noun-associated consonant-initiated and vowel-initiated letter-pairs (nonsense syllables) were presented to *Ss* (all undergraduates at Ohio University) in a prepared task booklet. The task booklets were designed to provide each subject with procedures containing all appropriate conditions of the study. *Ss* responses were recorded directly on the booklet and were administered in one sitting to all *Ss*.

No statistically significant differences were found between action-word reinforcers and non-action-word reinforcers. Thus, in this situation, action-words were no more reinforcing than non-action-words. However, it was discovered that there was a very significant preference for consonant-initiated letter-pairs. Being more probably, they were apparently more reinforcing than vowel-initiated letter-pairs or associated verbs or nouns.

Though action and achievement are characteristic of the American way of life, action-oriented words (e.g., verbs) simply did not reflect this fact when used out of context as in this study. As many *Ss* noted, various impressions shaped their responses to the words used in the study rather than their "meaning" which probably would have reflected expected culturally conditioned behavior.

Beltran, Luis R. Communication in Latin America: Persuasion for Status Quo or For National Development? Michigan State U.

Organized social communication has been perceived as highly instrumental in the attainment of national development. This study explores the question with reference to the Latin American countries, seeking to define whether communication in them—especially in the area of mass media operation—indeed serves development, is indifferent to it or works counter it.

The meaning of development to which the writer subscribes is broader than material growth and economic advancement; he regards these phenomena merely as instruments for the attainment of dignity, freedom and justice for all human beings. And it is in the light of that perspective that he appraises communication in Latin America.

The study starts with a brief review of generalizations about the relationship between communication and development and of propositions pertinent to the specific roles that communication is seen able to perform in the service of development. It describes summarily the structure of Latin American society, stressing acute concentration of power in a minority as a key factor explanatory of the present state of underdevelopment of that region. It then describes the concomitant phenomenon of Latin America's economic, political and cultural subordination to the United States of America.

Bhowmik, Dilip K. Differences in Heterophily and Communication Inegration Between Modern and Traditional Indian Villages in Two Types of Dyadic Encounter. Michigan State U.

The dissertation deals with two major issues related to interpersonal communication: heterophily among interacting dyads, and communication integration in information-seeking and friendship communication.

Heterophily is measured as the absolute difference between interacting individuals on selected variables. After obtaining each dyad's heterophily scores on selected variables, factor analysis was done to determine the heterophily dimensions. Thus, three heterophily dimensions emerged: status heterophily, change contact heterophily and movie exposure heterophily.

Of the six hypotheses, only two were supported by the data: 1) There is a greater degree of heterophily with respect to certain relevant attributes among dyads engaged in information-seeking communication than in friendship communication. 2) Communication integration in friendship communication is higher in more modern villages than in more traditional villages.

The most significant finding to come from the study concerns the stability in the use of transaction types, as measured by a deviation from an expected random distribution score, and the fact that the non-Civil Defense topic involved a more rigid use of certain transactions than did the other topics.

Suggestions for further research relate to a re-definition of relational communication complementarity using a set of predictions based on actual relational and transaction data, and measuring the reward aspect of communication behaviors that might be enacted for certain initiating behaviors.

Bobula, James Andrew. The Hospital Nurse: Her Self-Perceptions as Professional and as Communicator. Ohio State U.

This study investigated the perceptions of nurses at Grandview Osteopathic Hospital in Dayton, Ohio, regarding the nature of professional competence in nursing, the character of their personal styles of nursing at present, the styles of nursing they would like to develop, and the function of communication in hospital nursing.

George A. Kelley's Psychology of Personal Constructs served as the theory and his repertory grid research instrument served as the methodology for this study. A nursing-oriented grid instrument, developed from preliminary interviews, was evaluated and found acceptable in a pilot study. The major data gathering involved a test, a two-month interval, and a retest using the nursing-oriented grid instrument. Forty-six interviews were conducted in the major study.

The repertory grid interview data became the input for a series of factor analyses. Analysis of the group as a whole (R-factor analysis) disclosed that the nurses perceive two basic components in nursing performance: interpersonal relationships and professional responsibility. Analysis of the correlations between the individual nurses (Q-factor analysis) disclosed a more precise typology consisting of the following six nurse images: charismatic supervisor, profession-oriented independent, profession-oriented teamer, participant leader, team-oriented, and patient-oriented independent.

The nursing types provide the contemporary description of nurse self-perceptions for which this study was undertaken. These types indicate that integration is taking place among nursing images which earlier studies found to be independent. This trend toward integration suggests that earlier conflicts over the proper character of nursing are ceasing to be major personal problems for today's nurses.

With regard to the function of communication in nursing, this research found that nurses identify communication skill primarily with the effective transmission of task-oriented messages by credible sources of information and secondarily with the ability to establish rapport within the staff.

Clark, David William. Opinion Leadership, Group Discussion, and Group Acceptance of a Persuasive Television Message. U. Iowa.

The purpose was to explore effects of two forms of interpersonal influence—endorsement by an opinion leader and discussion—on acceptance of a counter-attitudinal television message.

The theoretical rationale was based on small group research, media forum studies, and other descriptive mass media studies. It was hypothesized that: a peer leader's endorsement of a counter-attitudinal mass media message would increase the persuasiveness of the message more than a prestige leader's endorsement; a prestige leader's endorsement would make the message more persuasive than when there was no endorsement; group discussion following an opinion leader's endorsement of a counter-attitudinal mass media message would decrease the opinion leader's influence on acceptance of the message; discussion would increase retention of information.

Eighteen groups were used in the experiment with three in each of six experimental conditions (N = 150). A videotaped film against marijuana was endorsed two days after being shown by a prestige or peer opinion leader except in the control treatment. Half the groups who heard the respective endorsements and half the control groups discussed the message. All discussions were led by the experimenter.

While these exploratory hypotheses were not generally supported, the results of the study confirmed that interpersonal influence augments the persuasive effects of a counter-attitudinal mass media message. It can be predicted that group discussion following exposure to a message, endorsement by an opinion leader, or a combination of peer leader or prestige leader endorsement followed by discussion will increase the persuasive effects of a television message.

Di Salvo, Vincent S. A Multivariate Analysis of Variance Investigation of the Effects of Information Processing Ability, Amount of Task Relevant Information and Group Climate on Group Behavior. Bowling Green State U. (1971)

This study was based upon the proposition that the effects of group composition on satisfaction and performance is dependent upon the situational constraints confronting the group. Two strategies were implemented. The first considered the behavior of the group to be a function of the individuals making up the group. The second suggested attempts at achieving a "goodness-of-fit" between individual and task. It was hypothesized that groups vary in their sensitivity and response among individuals.

Three independent variables were established. First, each individual was classified according to the structure of his cognitive system. Homogeneous groups were composed in which members were cognitively complex or cognitively simple. The other two independent variables were two situational constraints: the task which was divided into high information and low information treatments, and the "climate" which was leveled into structured and unstructured work methods. Subjects were given post-discussion questionnaires designed to elicit satisfaction responses along seven dimensions. Each group's task product was judged along three dimensions. The data collected were analyzed by means of two separate multivariate analysis of variance tests.

The results showed that of the seven satisfaction responses, the following ones were most sensitive to detecting significant differences: satisfaction responses along seven dimensions. Each group's task product was judged along three dimensions. The data collected were analyzed by means of two seperate multivariate analysis of variance tests.

The results showed that of the seven satisfaction responses, the following ones were most sensitive to detecting significant differences: satisfaction with the task, confidence in task product and satisfaction with co-workers. The simultaneous analysis of the performance measures indicate that people involvement and action orientation were most sensitive to detecting significant differences.

Falcione, Raymond L. A Correlational Analysis of Communication Variables and Satisfaction with Immediate Supervision in a Large Industrial Organization. Kent State U.

The purpose of this study was to analyze the relationships among the degree of perceived trust in superior-subordinate relationships, the degree of subordinate participation in decision-making and subordinate satisfaction with immediate supervision. The study was also designed to determine the role of perceived supervisor credibility as it relates to subordinate satisfaction with immediate supervision. A final purpose of the study was an analysis of the "communication climate," dealing specifically with: feedback permissiveness, feedback responsiveness, feedback perceptiveness, communication reciprocity.

The study may be characterized as a descriptive-analytical study of data gathered from 145 respondents across four interrelated departments in a large industrial organization by means of personally administered group questionnaires and individual interviews.

Statistically significant relationships were found to exist between subordinate satisfaction with immediate supervision and all of the above variables except feedback permissiveness. A particularly high relationship was existent between subordinate satisfaction and perceived supervisor credibility, particularly with the safety factor.

In all four departments there was evidence of supervisors behaving in ways consistent with the basic premises of McGregor's Theory Y. Whether these behaviors were exemplary of a conscious adoption of such a philosophy was impossible to determine by the data. The findings also supported McGregor's Theory Y in that perceptions of trust and perceptions of sincere concern for one's welfare were based on a high degree of subordinate participation in decision-making and reciprocal interpersonal relationships between superiors and subordinates.

Fox, Denamae D. The Influence of Perception Training on Communication Between Polarized Groups of Officers and Inmates at the Colorado Women's Correctional Institution. U. Colorado.

The purpose of this research was to determine the degree to which training in perception could improve communication between polarized groups.

The general hypothesis tested was that a curvilinear relationship exists between the time of contact between representatives of polarized groups and positive evaluation. Empirical hypotheses tested were that initial contact between polarized groups is negative, continued limited contact without intervention of planned training results in deterioration to a more negative level of evaluation than that manifest in the initial contact, and that continued contact with the intervention of training reverses the negative trend resulting in more positive evaluations.

Seven inmates and seven officers were selected as the experimental group, and fourteen members of the institution served as the control group. Subjects engaged in twelve encounters in which they first received no training, then received training involving understanding and application of communication principles to situations within the prison.

Two measures tested the hypotheses utilizing a before-and-after test design. One was a semantic differential test of subjects' perceptions of the opposing group. The other was an analysis of communication behavior as viewed on video tape by a team of competent judges.

There was no evidence of intergroup perception change. Thus that hypothesis was not accepted.

There was support for the hypothesis relative to communication behavior.

These findings suggest that change agents should not expect positive communication from merely bringing together polarized groups. That positive interaction can occur with training suggests the possibility of fruitful areas of research relative to communication between polarized groups.

Guimaraes, Lytton L. Communication Integration in Modern and Traditional Social Systems: A Comparative Analysis Across Twenty Communities of Minas Gerais, Brazil. Michigan State U.

The central focus of the present study was on communication integration, defined as the degree to which the subsystems and individual units of a communication system are structurally interconnected via interpersonal channels. Communication integration was measured through sociometric choices given by respondents in 20 Brazilian communities on a criterion concerned with formal friendship.

The sociometric data obtained were fed into a computer that provides an index of communication integration for each community. This index correlated positively with innovativeness, defined as the degree to which an individual adopts new ideas relatively earlier than others in his social system.

Results of correlations between communication integration and selected intra-system and extra-system modernization variables show that none of the intra-system variables (interpersonal trust, social participation, opinion leadership concentration) contribute significantly to communication integration, or vice-versa. Most of the extra-system variables (mass media exposure, external contacts, change agents contacts) do contribute significantly for the integration of the communication system, or vice-versa.

The findings suggest a model according to which a system's internal inputs are "weakly" related to communication integration and modernization, while its external inputs are "strongly" related to these same variables. It is argued, however, that certain intrinsic characteristics of a social system (its degree of openness and capability for reorganization) may be directly

related to its degree of communication integration, and hence, modernization. Additional research is suggested to explore further the relationships of intra-system and extra-system variables with communication integration and modernization.

Harwood, Philip J. An Experimental Study of the Effect on Message Comprehension of Generator-Perceiver Similarity in Organizational Skills. Ohio U.

This study investigated the effect of two messages, each of which incorporated and emphasized particular skill categories identified in Form S of the *Gover Organization of Ideas Test (GOIT)*, on comprehension.

The empirical hypotheses were:

1) Subjects scoring in the upper quartile on items dealing with Component/Sequential Relationships (Factor One) of the *GOIT* (Form S) will score significantly higher than lower quartile subjects on the immediate and delayed administrations of the comprehension test dealing with materials from the message stressing the Factor One Skill category of Component Relationships.

2) Subjects scoring in the upper quartile on items dealing with Material-to-Purpose/Transitional Relationships (Factor Two) of the *GOIT* (Form S) will score significantly higher than lower quartile subjects on the immediate and delayed administrations of the comprehension test concerned with materials from the message emphasizing the Factor Two skill categories.

The *GOIT* (Form S), administered to thirty-four university basic speech sections, identified the upper and lower quartiles in each of the test's two factors. The class sections were then randomly presented via tape recording with one of the two versions of an informational message which contained the same information but varied to the extent each stressed one of the *GOIT* factor skill categories. The subjects were then exposed to a message comprehension test, followed by a delayed administration two weeks later.

Two-factor factorial analyses of variance were employed. Both of the above empirical hypotheses were confirmed, suggesting that similarity in organizational skills facilitates sharing in generator-perceiver communication.

Hilpert, Fred P. Jr. The Relationship of Status Crystallization, Orientation to Interaction, and Social Disengagement to Specific Satisfactions of Aged Community Volunteers. U. Oregon.

Focused on a sub-population of the elderly, the study explores the communication needs and patterns of individuals within a senior citizen volunteer organization. Two research questions guide the inquiry: what influence do status crystallization and social disengagement have on the expressed communication and life satisfaction of the volunteers, and are there significant differences in orientation to interaction based upon sex and status crystallization comparisons which bear on the kinds of volunteer activities desired and accepted by aged volunteers?

Research on social disengagement, volunteer organizations, and status crystallization, is integrated in an extension of "grounded theory." Thirteen related research hypotheses are arrayed for testing with reliable instruments.

The study can be classified as a non-experimental, field-survey, case study. Extended interviews with organizational and advisory board staff members, archival research, and dense sampling of the 228 members in structured interviews, provide the data for the study.

No support is found for the hypotheses that low status crystallization volunteers are significantly more disengaged, manifest a more instrucental orientation to social interaction, evidence less life satisfaction and communication satisfaction than high status crystallization volunteers. Similar findings are reported related to sex.

Extended analysis also provides no support for either the status crystallization theory of social disengagement or the aging theory of disengagement.

Tentative qualifications of status crystallization theory applied to retired individuals, altruistically motivated volunteers, and women are proposed. Moreover, a refined instrument operationalizing status crystallization and socioeconomic status in a combined ordinal scale is developed for use in future research.

Hunt, Gary T. Communication, Institutional Satisfaction, and Participative Decison-Making at Three American Colleges. Purdue U.

This is an analytical and correlational study which investigated "communication satisfaction," "institutional satisfaction," and "style of decision-making" among administrators, faculty members, and students at three colleges. Reputedly at each of the three colleges a different degree of participative decision-making (PDM) was present in the college's governance system. Faculty members and students, reportedly, participated fully on all academic decisions at the college with the most PDM. Data for the study

were collected by means of a questionnaire given to samples of faculty members and students and by interviews with college administrators.

Among the major findings were: 1) "Communication satisfaction" and "institutional satisfaction" were highest among all subjects groups at the college with the most PDM. 2) "Communication satisfaction" and "institutional satisfaction" were higher among administrators than among faculty members and students. 3) Faculty members and students, at all three colleges, wanted more opportunities to participate in the decision-making processes of their institutions. 4) Administrators rated the communication environment at their colleges more favorably than did faculty members and students. 5) Positive statistically significant correlations (ranging from .19 to .41) were found between "communication satisfaction" and "institutional satisfaction."

Kelley, Clifford W. A Multivariate Analysis of Task, Structure, Transparency and Interpersonal Attraction in Small Groups. Bowling Green State U.

The purposes of the present study were to increase the sensitivity of the Jourard Self-Disclosure Questionnaire and examine the relationships between task structure and transparency on measures of interpersonal attraction, revealingness, and task success.

A 2 × 2 extreme groups factorial design resolved to two levels of task structure (structured and unstructured) and two levels of transparency (high and low). Eighty male subjects from an introductory speech course at Bowling Green State University were assigned to one of four experimental treatments on the basis of transparency pretest scores. Factor analysis of the JSDQ operationalized transparency as a dimension of the disclosability of topics associated with personal sexuality. Task structure was defined in terms of Shaw's task qua task classification system. Byrne's Interpersonal Judgment Scale constituted the attraction criterion in addition to a single revealingness measure constructed for this study (p = 7 variates). Error associated with task success measures precluded statistical comparisons between groups. Multivariate and univariate analysis of variance, regression analysis and discriminant analysis were conducted on the seven-variable system labeled "Interpersonal Competence."

Results of the study suggested: 1) factor invariance for the sexuality dimension of the JSDQ; 2) a positive (but weak) correlation between transparency and revealingness; 3) greater interpersonal attraction-competence among low transparents in unstructured task environments than among high transparents in the same environment; and 4) more revealingness among high transparents than among low transparents. Overall, Jourard's theory of the Transparent Self was not empirically supported.

King, LeRoy O. A Study of Communication in the Role Relationships Between Coaches and Athletes. U. Denver.

This study investigated the assumption that the communication patterns between coaches and athletes are related to the manner in which athletes perceive the authority role of the coach. Two questions were posed for investigation: 1) Do coaches and athletes look similarly upon the authority role of the coach in his behavioral dimensions of competence, potency or supportiveness? 2) Do athletes demonstrate a "consensual accuracy" or "consensual inaccuracy" in their descriptions of their perceived role relationship with their respective coaches?

A modified semantic differential questionnaire assessed the three behavioral dimensions of a coach as perceived by both coaches and athletes. A revised "Interpersonal Test" was used by athletes consisting of different statements describing behavior dimensions for each of two sets, "I-Him" and "He-Me." The tests and questionnaires were administered to samples of athletes and coaches from eight different intercollegiate basketball teams.

All of the I-Him and He-Me sorts on each team were correlated, then cluster analysis was employed to assess the consensual accuracy or consensual inaccuracy among athletes in their perception of their coaches.

The investigation found insignificant variations in the way athletes and coaches look upon the authority role of the coach.

Data from the "Interpersonal Test" revealed that athletes demonstrated a consensual accuracy more in their perception of the coach's competence and a consensual inaccuracy more in their perception of the coach's potency and supportiveness. Athletes demonstrated more consensual accuracy in their perception of the coach (I-Him) than in how they think the coach perceives them (He-Me).

Kirkpatrick, E. Kay. The Effect of Selected Background and Performance Variables upon Certain Types of Hesitations and Syntactic Complexity in Small Group Discussions. Louisiana State U.

The purpose of this study was to assess the relationship, in a small group discussion, between American College Test Scores, Socio-Economic Status scores, Audience Sensitivity Inventory scores, Intellectual Disposition Category scores from the Omnibus Personality Inventory, Speech Skill scores and sex on the one hand and syntactic complexity and certain hesitations (filled pauses, hesitatory formulas, silent pauses and articulation rate) on the other.

Thirty-one freshman speech students were recorded in small group discussions after which their speech was analyzed for syntactic complexity (after Yngve, 1960, as modified by Martin and Roberts, 1966). The paper and pencil tests were given in separate sessions following the group discussions. The data were analyzed using an Analysis of Co-Variance and a Pearson Product-Moment Correlation.

None of the independent variables produced a significant main effect upon syntactic complexity. The measure used seemed inadequate to analyze informal, oral speech.

Only three of the six independent variables produced a significant main effect upon hesitation scores. They were Speech Skill, Intellectual Disposition Category scores and College Test scores. The findings indicate that a skilled speaker is one who has fewer pauses, fewer filled pauses and who speaks faster than less skilled speakers.

A person with a strong intellectual attitude (high IDC score) exhibits significantly fewer filled pauses and hesitatory formulas while he speaks significantly faster. The same is true of a person characterized by higher intellectual achievement (higher ACT scores).

Liebig, Mark C. Behavioral Contagion, Attraction, and Satisfaction in Immediate and Nonimmediate Verbal Communication. U. Denver.

The purpose of this study was to investigate effects of the immediacy channel upon three interpersonal communication outcomes: behavioral contagion, attraction and satisfaction. In addition to the immediacy factor, sex of interviewer and composition of the interview (i.e., male or female subject with male or female interviewer) were controlled for post hoc analyses. Eighty subjects were randomly assigned to eight experimental conditions, each condition consisting of a different combination of immediate or nonimmediate interview protocol, male or female interviewer, and male or female subject.

Three major hypotheses stated that subjects in immediate interviews produce significantly more 1) immediacy of response (behavioral contagion), 2) attraction, and 3) satisfaction than subjects in nonimmediate interviews. Analyses were projected to cover all main and interaction effects of the research design which was a counter balanced, $2 \times 2 \times 2$ factorial model. Three sets of scores, obtained through content analysis of interviews, word counts, and questionnaires, were submitted to an ANOVA2 computer program for multiple analyses of variance.

Four major findings resulted: Nonimmediate interview protocols produced nonimmediate responses from interviewees, while immediate protocols produced immediate responses. Female subjects were more nonimmediate than male subjects. Subjects were more attracted to male interviewers than to female interviewers, for one of two attraction items. And for one of two attraction items, subjects were more satisfied with male interviewers/immediate protocols and female interviewers/nonimmediate protocols than with male interviewers/nonimmediate protocols and female interviewers/immediate protocols.

Lloyd, James Fenton. Verbal Communication Patterns of Selected Public Relations Practitioners. Ohio State U.

The purpose of this study was to analyze the verbal communication behavior of public relations practitioners in terms of selected communication dimensions to determine which dimensions receive the most emphasis in terms of the amount of time spent.

Communication dimensions measured consisted of sixteen behaviors within three major dimensions of direction (external, upward, downward, external), type (oral, written), and activity (sending, receiving). Thirty-four subjects were interviewed and asked to respond to the quantitative instruments and open-ended discussion questions.

The communication behavior of the subjects under study was not a function of: the major field studied in college, the number of years of exposure to college journalism courses, experience in the mass media, the percentage of time engaged in public relations activities, or the time elapsed since college attendance. Subjects did not reveal that they spend significantly more time with direct than with written types of communication. Subjects were not found to spend significantly more time engaged in sending activities than receiving. Subjects did report spending significantly more time within the external and upward directions than within the downward and horizontal directions. Subjects

did not report spending significantly more time within the external direction than the upward direction.

No significant evidence was found to support the training of future practitioners in one area of communication over another. There does appear to be a shift from the behavioral emphases on written forms of communication to the more personal or oral forms and the utilization of improved communication technology. The evidence seems to indicate that the practitioner is more of a communication generalist than a specialist.

Mabry, Edward A. A Test of the Phase Pattern Model for Small Task-oriented Group Discussions. Bowling Green State U.

The purposes of this study were to: develop a conceptual model of task-oriented small group development using Parsons' pattern variables as the components of a general system and form a preliminary operationalization of the pattern variables, as an observer category system, that could yield data for exploratory analysis of the developmental model.

The four phases of the model are latency, adaptation, integration, and goal-attainment. Latency was defined by the pattern variables diffuseness, quality, neutrality and universalism. Adaptation was defined by neutrality, specificity, universalism and performance. Integration was defined by affectivity, diffuseness, paticularism, and quality. The final phase of goal-attainment was defined by the pattern variables affectivity, particularism, specificity, and performance.

The pattern variables were operationalized as a set of process observation categories classifying verbal and nonverbal content themes observed during group interaction. Observations made on 21 groups of undergraduate women showed the category system had a high degree of reliability. Results from *a priori* comparisons and subsequent pair-wise nonorthogonal comparisons did not confirm the existence of four sequential phases in group development.

There were three sources of experimental error discussed to explain the results: possible invalidity of the dependent variables, influence of the group task, and biasing effects of the experimental procedures. Suggestions for further research included: re-evaluation of the category system, using less structured tasks with groups meeting for more and longer sessions, and revision of experimental procedures concerning the collection of written solutions from the groups.

Marr, Theodore Jon. Conciliation and Verbal Responses as Functions of Orientation and Threat in Group Interaction. U. Iowa.

This study was designed to discover the relationship between a group member's conciliatory behavior as well as his orientation and threat verbal behavior and the antecedent orientation and threat verbal behavior of other members of the group.

The experimental design simulated a group discussion in which the participants tried to achieve consensus. The written "discussion statements" received by each subject were predetermined by the experimenter according to the four experimental treatments: low orientation-low threat, low orientation-high threat, high orientation-low threat, and high orientation-high threat.

Each subject made five responses during the game. For each response, he chose from a different set of four prepared statements, one of the four corresponding to each condition. The subject was told that if consensus was achieved he would receive a monetary reward.

This study confirmed previous findings: high orientation verbal behavior evokes a greater degree of conciliatory behavior than low orientation verbal behavior in a consensus achieving context. Low threat verbal behavior, however, did not evoke a greater degree of conciliatory behavior than high threat verbal behavior, but there was a significant interaction between orientation and threat. High threat statements facilitated conciliatory behavior more in the high orientation condition than low threat statements did. Females exhibited significantly greater conciliatory behavior than males.

Subjects who received high orientation statements responded with significantly more high orientation statements and less high threat statements than those who received low orientation statements. The threat and orientation responses across time were analyzed.

Mix, Clarence Rex. Interpersonal Communication Patterns, Personal Values, and Predictive Accuracy: An Exploratory Study. U. Denver.

This study was an attempt to clarify relationships among some basic communication variables and to formulate directions for future investigations into factors associated with the interpersonal communication outcome "predictive accuracy."

Designed as an exploratory study, this investigation attempted to answer questions such as: 1) To what extent, if any, are interpersonal inter-

action patterns similar among persons who have similar personal values or who are perceived with a high degree of accuracy? 2) To what extent, if any, are personal values similar among persons who have similar interpersonal interaction patterns or who are perceived with a high degree of accuracy?

Data were collected from seventy-six matched members of a stereotypical dyadic relationship and subjected to factor analysis and nonparametric statistical procedures. A total of twelve interpretable factors were derived and the following major conclusions were drawn with regard to this sample: Accuracy of perception was related to interpersonal communication patterns that were perceived by the receiver as concerned and considerate and perceived by the initiator as being relatively free of threat from the receiver. If the receiver felt the initiator to be concerned for him and considerate of him, perception tended to be accurate. If the initiator felt the receiver to be a source if little, if any, threat to him, the perception tended to be accurate. Religious or political values held by the initiator had little, if any, effect on the accuracy with which he was perceived, but the initiator's communication patterns were systematically related to his religious values.

Nations, Kenneth. Informal Communication Among Research Scientists: Influence of Architectural Design. U. Denver.

The purpose of the investigation was to determine whether environmental design features were associated with differing patterns of informal communication among research scientists. Three data gathering methods were employed: questionnaires, non-participant observations, and interviews. Overlay analysis was used to provide visual inspection of gross patterns of informal communication superimposed upon architectural floorplans.

Two architecturally different research centers were selected as field sites of the study. One research center was specifically designed with spatial areas intended to facilitate and impede informal communication. The other research center was not specifically designed to influence patterns of informal communication. Fifty-six research scientists served as the subjects in the investigation.

Three important findings were revealed by means of the overlay analysis methodology. First, the architectural clustering of offices corresponded to the sociometric pattern of the communication networks. Scientists in key locations in an office cluster occupied similar positions in the communication network.

Second, the vertical design of one research center affected the communicatoin network throughout the research center. Two separate informal communication systems occurred, one in each tower structure. These two networks appeared to function independently of each other: little informal communicatoin took place between the scientists of the two towers.

Third, psychological centers occurred in both research centers. These were located primarily, but not exclusively, in common areas. In the present study the key factors in determining whether an area served as a psychological center was its proximity to work areas and similarity of research interests.

Abstracted by ALTON BARBOUR

Pacilio, John, Jr. A Quasi-Experimental Study of Communication Outcomes of Three Management Instruction Programs. Purdue U.

This was a quasi-experimental study which examined the effects of three types of management instruction on selected communication outcomes. The three programs investigated were: an executive development program, a management training program, and a university-level communication course.

The primary objectives of the study were to determine the effects of these programs on students' ability to: evaluate the "feedback receptiveness" of a designated communicator (shown on TV), evaluate the "feedback responsiveness" of that same communicator, answer a series of "knowledge" questions, and answer a series of "inferential ability" questions. The secondary objectives were to determine various relationships among students scores on those same dependent variables. The *ex post facto* objectives were to determine: the effect of the Executive Development Program on a superior's evaluation of the student's back-on-the-job feedback receptiveness and responsiveness, and relationships among scores earned on the four dependent variables and peer ratings of "open-mindedness," "interpersonal relationships," "ability to think critically and analytically," "tact," "self expression," and "leadership qualities." These objectives were translated into ten hypotheses and one research inquiry.

Analysis of data collected from 207 subjects revealed that in only two (of twelve possible) instances did training appear to produce significant improvements with respect to the primary hypotheses. Two (of six possible) significant relationships relating to the secondary hypothe-

ses and eighteen (of forty-five possible) significant relationships relating to the *ex post facto* inquiry were discovered in the present study.

Phelps, Lynn, Alan. Explicitness and Effort Factors of Commitment as Determinants of Attitude Change in a Counter-attitudinal Communication Paradigm. U. Southern California.

The study examined the relationship of the explicitness and effort factors of commitment which were derived from the Kiesler and Sakumura (1966) model. The 2×2 posttest-only control group design contained the four experimental conditions of low effort-privateness, low effort-publicness, high effort-privateness and high effort-publicness.

Based on prior research, the first hypothesis predicted that subjects encoding under a condition of publicness would exhibit greater attitude change than subjects encoding under a condition of privateness. Results supported this hypothesis.

The second hypothesis was designed to test the effort factor and predicted that subjects encoding under a condition of high effort would exhibit greater attitude change than subjects who encoded under a condition of high public-publicness would exhibit the greatest amount of attitude change. The third hypothesis was designed to test the additive rationale and the results supported the hypothesis.

The final hypothesis predicted that subjects who encoded under a condition of low effort-privateness would exhibit the least amount of attitude change. Although this group exhibited the least amount of attitude change, the amount of change was not significantly different from the subjects who encoded under conditions of low effort-publicness or high effort-privateness. Therefore, the results did not support the fourth hypothesis.

Rogers, L. Edna. Dyadic Systems and Transactional Communication In a Family Context. Michigan State U.

This research investigated communication behaviors of dyadic systems. The study, designed within the general systems theoretical frame, emphasizes the relational and process aspects of interpersonal communication. The research problem involved a theoretical description of system characteristics of dyads, the indexing of system states concerning role relationships and the measurement of system patterns and processes of communication. The development of a transaction level interaction coding scheme was an integral part of the study. The major transactional patterns investigated were symmetry, complementarity and transitory. The major purpose of the study was to compare the interpersonal behaviors and transactional communication patterns of dyadic systems exhibiting different levels of perceived role discrepancy strain.

A comparison of 65 husband-wife dyads differentiated by degree of role discrepancy showed significant differences in dyadic communication behaviors. Lower role discrepancy dyads spent more time together, talked with one another more, talked about more topics, particularly more personal topics and were more satisfied with their communication relationship and their marriage. Further low discrepant dyads compared to high discrepant dyads were found to express more support messages, fewer wife one-up control movements, more husband one-down transitory transactions, more unsuccessful talk-overs, and fewer symmetrical transactions.

Runkle, Judith Ann. A Survey of the Small Group Techniques Used in College Beginning Speech Classes. U. Minnesota.

The purpose of this study was to determine the status of small group activities in beginning speech classes in American institutions of higher learning. Data was collected from 297 teachers of the first course during the 1970-71 school year.

Information about the nature of the institution, structure of the beginning speech course, and the instructor was analyzed by the chi square test of difference in frequencies to determine whether these variables affected the small group techniques used in the first course in speech. The following conclusions were reached: 1) The farther west the school, the greater the likelihood that small group activities will be used in the first course. 2) Small schools tend not to use small groups in beginning speech classes. 3) The least use of small group activities occurred when ten to fourteen faculty members taught the course. 4) Very small and very large classes tend seldom to use small group activities. 5) The more public-speaking oriented a class is, the less likely it will include small group activities. The more communication oriented the class, the more likely it will include small group activities. 6) Instructors with some training in small group communication will probably use small groups in their beginning speech classes. 7) The more important a teacher thinks small groups are for beginning speech, the more likely

he will develop a unit in small group communication as part of his course.

Russell, Hamish M. Coorientation Similarity Toward Procedural Aspects of Communication: A Study of Communication Between Extension Agent and Their Supervisors. Michigan State U.

This research examined the association between interpersonal attraction between members of extension agent/supervisor dyads and their level of coorientational similarity toward the procedural aspects of their communication.

On the basis of two proposed extensions of the interpersonal, collective level of Newcomb's coorientation model, predictions were made about the effect of two levels of similarity with respect to communication—agreement and accuracy.

Data were obtained separately from both members of 100 supervisor/field agent dyads in a Cooperative Extension Service. Using a factor analysis of sixty items relating to the procedural rules of communication, four independent dimensions of procedural communication were identified. These dimensions focus on different aspects of sharing, or interdependence, in the dyad—new ideas, family and personal activities, the responsibility for seeing tasks through to completion, and the responsibility for seeing that the tasks are in fact undertaken.

There was a high level of both agreement and accuracy between most supervisory pairs with respect to both the procedural rules of communication and their expression in actual communication. In general, greater agreement and accuracy about communication procedures were associated with higher interpersonal attraction (as indicated by role satisfaction, the perceived formality of the relationship, and the supervisor's evaluation of the field agent).

Ryland, Edwin H. Information Input and Performance in Small Decision Making Groups. Louisiana State U.

The following research hypothesis was investigated: Increasing the amount and specificity of information should facilitate group decision making and enhance subsequent measures.

Statistics, examples, and testimony were varied in minimal and augmented amounts of information to produce six experimental conditions assigned to four groups per condition with four subjects per group. Groups rank-ordered a set of four solutions previously generated and ranked by a panel of experts for solution of a problem in labor economics following input of one of the six information conditions and a subsequent twenty-minute discussion. No significant differences were obtained among group decisions as a function of information type or amount or an interaction between the two variables.

Group efficiency was measured in terms of the amount of time required to complete the rank-ordering task. No significant differences among treatments were obtained.

Participants made individual ratings of task difficulty and complexity, group performance, own liking for the discussion task, and ratings of individual performance. No significant differences were obtained among the six conditions. Performance ratings were higher, however, in consensus groups than in non-consensus groups.

Consistent findings of no differences in decision making behavior, efficiency in terms of time consumed in discussion, and individual ratings of the group and individual performance lead to the conclusion that, for the sample and experimental conditions utilized in the present study, increasing the amount and specificity of information does not improve group decisions or efficiency and does not enhance participants ratings.

Schubert, George W. A Comparison of Student Clinicians' Behaviors as Measured by the Analysis of Behavior of Clinicians (ABC) Scale. U. Washington.

The purpose of the study was to use the Analysis of Behavior of Clinicians (ABC) Scale to determine if differences exist in observed clinician behaviors when comparing beginning student clinicians with advanced student clinicians.

Two groups of subjects were randomly selected for participation in the study. All subjects were undergraduate students majoring in speech pathology at the University of Washington. Group I consisted of ten student clinicians beginning their clinical practicum experience. Group II consisted of ten clinicians advanced in their clinical practicum experience.

The study consisted of recording observed clinical behaviors of student clinicians and clients according to class of clinician (Group I or Group II). The ABC Scale was used to record and quantify 12,000 clinician-client behaviors from each group.

Interpretation of the data revealed significant difference in clinician-client behaviors when comparing beginning and advanced student clinicians. Also, the ABC Scale proved a useful tool for identifying clinical behaviors and re-

vealing the clinical changes which occur as the student clinicians progress in their clinical experience.

Sewell, Edward H., Jr. The Effects of Orienting Instructions and Monetary Incentives on Listening Achievement. Ohio U.

The purpose of this study was to investigate the effects of two motivational variables (orienting instructions and monetary incentives) on listening achievement.

One hundred twenty volunteer subjects enrolled in basic communication courses were assigned to the six cells in a two-way analysis of variance design. The dependent variable was a twenty-item listening achievement test over the contents of the speech listened to by all subjects. Subject ratings of the interestingness of the speech were also collected using a seven-interval scale.

There were no significant differences on the listening achievement test scores due to either the orienting instructions or monetary incentives. Subject ratings of the interestingness of the speech revealed a significant main effect for orienting instructions with subjects in the interesting and neutral orientation conditions evaluating the speech as significantly more interesting than subjects in the boring orientation condition.

Two *post facto* analyses of variance revealed that male subjects scored significantly higher on the listening achievement test than female subjects, and that subjects with high grade point averages scored significantly higher on the test than subjects with low grade point averages. There were, however, no significant interactions between either sex or grade point average and the two major independent variables of orienting instructions and monetary incentives.

Smith, Patricia G. An Empirical Study of the Learning Taking Place in Two Different Classroom Communication Situations. U. Colorado.

The study sought to examine the learning which took place in two different classroom communication situations: teacher-directed and student-centered, especially that characterized by the use of small group discussion. The learning which was examined was limited to cognitive learning of subject matter in literature classes.

Subjects of the empirical study were 200 seventh-grade students in four schools of the Greater Denver area and their seven literature teachers. Students were in ten established classes, five of which studied a short unit of mythology in a teacher-directed situation and five in a student-centered situation employing small discussion groups for at least half the class time.

A percentile rank on a standardized test of reading comprehension was obtained from each student's permanent record and used as a control variable. A posttest of comprehension was constructed by the experimenter and revised slightly after a pilot study.

The test was designed to probe whether the instructional methods produced a different mean achievement, whether students under one condition performed better at higher cognitive levels, and whether the body of knowledge acquired by the class as a whole differed with the communication structure used in class.

Results indicated that in conditions such as those described in the study, groups of that transitory nature produce no characteristic effect on the learning of subject matter.

Observations during the experiment raised the point that perhaps groups as they are normally used in the classroom are not true "mature" groups and so will not produce the learning characteristics associated with learning group research.

Sundell, Wayne. The Operation of Confirming and Disconfirming Verbal Behavior in Selected Teacher-Student Interaction. U. Denver.

The purpose of this investigation was to describe the operation of confirming and disconfirming verbal behavior in teacher-student interaction using the Sieburg Category System. This system was comprised of five disconfirming and five confirming verbal behaviors.

Three research questions were explored: 1) What patterns of teacher verbal behavior would be found using this system? 2) What patterns of student verbal behavior would be found using the same system? 3) Is there a sequential relationship between teacher-student confirming/disconfirming verbal behavior?

The investigator scored classroom interaction in 37 junior high school classes. A cluster analysis yielded two distinct teacher clusters. Cluster I used Category 7 (agreement about content) rather extensively, while cluster II had a relative absence of this verbalization. Also, cluster I used confirming categories approximately 90% of the time, while cluster II was divided equally between confirming and disconfirming categories.

A cluster analysis also yielded two distinct student clusters. One major distinction was the use of Category 9 (clarification of content)

which occurred 12.22% of the time in cluster I and 0.28% in cluster II. Category 6 (direct acknowledgment) accounted for 70.27% of the total student verbalizations indicating a limited repertoire in the classroom.

A relationship was demonstrated between paired teacher and student confirming/disconfirming category classifications. When teachers were confirming, students tended to be confirming; and when teachers were disconfirming, students tended to be disconfirming. However, the most frequently used student category, *regardless of the teacher's prior assertion*, was Category 6 (direct acknowledgment).

Thomas, Carol N. Kuruhara. An Experimental Study of Some Effects of Varied Interpersonal Distance, Social Spaces, and Problem Solving Tasks on Small Group Communication Behavior. U. Colorado.

The purpose of the study was to investigate experimentally the effects of varied interpersonal distances, varied social space configurations, and varied problem solving tasks on small group communication behavior in terms of group satisfaction, anticipated dyadic interaction rates, anticipated dyadic interpersonal attraction patterns, and productivity.

Each independent variable was studied on the following levels of operation: varied interpersonal distances in terms of personal distance (two feet between subjects) and social distance (six feet between subjects); varied social space configurations in terms of sociopetal space (a circular group configuration) and sociofugal space (an aligned group configuration); and varied problem solving tasks in terms of cooperativeness and competitiveness.

The effects of these independent variables were assessed by a two-by-two-by-two factorial design incorporating 16 five-person groups, giving a total of eighty subjects.

Directional hypotheses were proposed on all of the questions of major interest to the study. To test for statistical significance, one-tailed tests were used with significance set at the .05 level.

The findings can be summarized as follows: 1) Group satisfaction tends to be greater when subjects sit in a circular group configuration than if they were aligned. 2) Group satisfaction tends to be greater when subjects sit close together than if they sat far apart. 3) Group satisfaction tends to be even greater in a circular group configuration when subjects are allowed to cooperate rather than compete. 4) Productivity tends to be greater when subjects cooperate rather than compete at their group task. 5) Interaction rates tend to be greater between adjacent members of a group than between members sitting opposite from each other. 6) Interpersonal attraction tends to be greater between adjacent members than between members sitting opposite from each other in a group. 7) Productivity tends to be greater in a cooperative group task when subjects are able to sit adjacent rather than opposite from each other in a group.

Thomlison, T. Dean. Communication as Dialogue: An Alternative. Southern Illinois U.

The two primary purposes of this study were to define communication as dialogue and to extend present knowledge of dialogue through the application of Rogerian theory.

The definitional aspect of the study consists of five perspectives: the philisophical perspective, which deals with the existential foundations of dialogue; the descriptive perspective, which sets forth the basic characteristics of dialogue; the directional perspective, which views dialogue in terms of outcomes; the relational perspective theory; and the comparative perspective, which discusses the similarities and differences between dialogue and other communication approaches.

The extensional aspect of the study consists of an explication of Carl Rogers' theories of personality, therapy, and interpersonal relationships; and an extension of dialogue through application of those theories. This portion of the study presents specific conceptual explanations of the inner dynamics of dialogue. The dialogue process is conceptualized on a monologue-dialogue continuum containing seven progressive stages and six individual strands.

Wenger, Paul E. A Study of Legislative Discourse in the Censure Debate Concerning Senator Thomas J. Dodd. U. Iowa.

The goal of this study was to analyze the recorded discourse of United States Senators in the context of personal and social factors affecting their behavior.

The Senate censure debate between June 13 and June 23, 1967, provided the substance for analysis. Principal factors of structure, custom, tradition, and circumstance in the Senate, several personal traits of participating Senators, and other relevant contextual materials were examined for interrelationships or parallel patterns. Of two tables listing Senators according to their votes in key amendments, the first provided totals or averages for personal characteristics ranging from party affiliation and occupa-

tional background to age and years served in the Senate. The second indicated the extent of each speaker's statements on the issues surrounding senate employees, morality of Senators, traditional courtesies, relations with the public, customary procedures, and judgmental authority.

Interpretation of the data revealed that groups of Senators maintained common strategies toward one another in ways that fulfilled particular collective needs; that individual Senators often focused on a single circumstance, structure, or custom for personal or social reasons; and that the formal rhetoric generally suggests several distinctive characteristics of legislative sessions. These latter traits include legislators' frequent tendency to forego substantive discourse, legislators' attachment to recognized responsibilities, distinctive participation in debate as a means of fulfilling voluntary obligations, a special dependence on legislative courtesies, and each legislator's parallel efforts to achieve group identification and individual distinctiveness.

Interpretation

Crouch, Isabel M. Joan of Arc and Four Playwrights: A Rhetorical Analysis for Oral Interpretation. Southern Illinois U.

This rhetorical analysis is an attempt to achieve understanding of the character of Joan of Arc as portrayed in the following dramas: *The First Part of King Henry the Sixth* by William Shakespeare; *Saint Joan* by George Bernard Shaw; *L'Alouette* by Jean Anouilh; and *Joan of Lorraine* by Maxwell Anderson. The objective of the study is to provide an interpretation of Joan of Arc as presented in these four plays and, more importantly, to demonstrate the value of rhetorical criticism to drama, particularly for the oral interpreter.

This analysis concentrates on the persuasive elements in the plays and the interaction of speaker, message and audience. Specific factors explored are the speaker-author, invention, organization and style, and the audience for whom each play was written.

A major conclusion drawn is that rhetorical criticism can be used effectively for drama and is an especially advantageous critical framework for the interpreter. It pinpoints aesthetic and communicative aspects of the drama and the means by which each is achieved. Ideas, organization and style are important factors to the interpreter in determining the choice of material, method of presentation, characterization, cutting and arrangement. Through rhetorical analysis the interpreter can discover the techniques and devices which elicit attention, empathy with the characters, response to the ideas. The oral interpreter's approach to drama must consider the speaker and the effect of the arguments of the dramatic message upon the audience in order to achieve the intensity of response which the dramatist and the oral interpreter desire.

Dial, Victor L. A Descriptive Study of the Tradition of Oral Reading in the Benedictine Order. U. Michigan.

From the founding of the Benedictine Order in approximately 529 A.D., to the present, the art of oral reading, commonly referred to today as oral interpretation of literature, has been a part of the daily lives of the members.

The purposes of this study were to review the history of the precept and practice of oral reading in the choir and refectory of the Benedictine Order in the past and to examine the precept and practice of oral reading in the choir and refectory of the Benedictine Order in the present. The specific goals were to call attention to the long tradition of oral reading in the Benedictine Order and to compare the traditional practice with the present.

In reviewing the precept and practice of choir and refectory oral reading in the Benedictine past, a synthesis of standards for oral readers was made. Purpose and types of materials read were, likewise, analyzed. A similar examination was made in the precept and practice of choir and refectory oral reading as it exists in the Benedictine present. Further, a critical analysis of the quality of oral reading in modern practice was made through taped recordings of readers in the choir and refectory of selected Benedictine monasteries.

The study revealed that the majority of contemporary Benedictine houses which responded to a questionnaire still conform to the oral reading customs of their past, with some variations.

Dohrenburg, Arlan Paul. The Poetic Development of George Meredith from *The Monthly Observer* to "Modern Love." Northwestern U.

Meredith's poetry, overshadowed by the volume of his prose, has been critically studied chiefly for clues to his life and teaching, to the neglect of its esthetic interest and value.

This dissertation investigates the early influences that shaped his literary ideals and analyzes some of his first attempts at poetic composition (Part I); it pursues the course of his further development in the "Roadside" and

"Tour" poems a decade later (Part II), culminating in "Modern Love" (Part III). The approach is chronological and includes elucidative matter from his life and correspondence, but the focus is always upon his concept of the nature of poetry or upon the materials and structures of the poems themselves.

Analysis of representative poems reveals 1) that Meredith felt from the first a tension between the demands of life and art; 2) that in his first book (*Poems*, 1851) he tended to put artistic interests foremost; 3) that the "Roadside" and "Tour" poems (1862) depend upon direct observation of life and careful literary craftsmanship to embody a particular understanding of the essential truths of human experience; 4) and that in "Modern Love" (1862) he succeeded in transforming observation and philosophy of life into superior poetry by devising an imaginative, thoroughly integrated complex of character development, plot, metaphor, and prosodic structuring.

Freeman, Frances A. Functional Ambiguity in Early Poems by W. H. Auden. Northwestern U.

The poems that W. H. Auden wrote before 1935 form a canon stylistically removed from the rest of his works in that their deviations from normal syntax create functional ambiguity. In the six poems analyzed in this study ("The Letter," "The Questioner Who Sits So Sly," "Petition," "Consider," "1929," and "The Wanderer"), the shifts among words cause the persona, addressee, and situation to be related ambiguously to one another in time, in space, and in attitude.

These poems are studied by means of verbal analysis, a text-centered critical method in which language is viewed as a causative agent in literature. A close study of the poet's syntax shows that Auden captures the dilemma of his speakers by allowing them to play with words and ideas in such a way as to reveal their ambivalent feelings. To prevent the forms from dissipating, he defines the elements in each through prosodic patterning and rhetorical devices. Because deviant syntax intrudes upon tight metrical, sound, and image systems, it is thrown into relief, and the ambiguity that it creates becomes meaningful.

Golden, Herbert Alan. A Study of Games Played in *Ada or Ardor: A Family Chronicle* by Vladimir Nabokov. Northwestern U.

The purpose of this study was to describe certain habits of style, imagery, and motifs that give the writings of Vladimir Nabokov their individual stamp. These habits were applied to a single novel, *Ada or Ardor: A Family Chronicle*, and to a study of a single element within that novel—games.

The novel was analyzed for its distinctive habits of style, imagery, and motifs. These habits then became the bases for a discussion of how they function as games in the novel. A game was defined simply as "a strategy which pits a player against some kind of opponent and/or obstacle according to some set rules."

The games that were found to function significantly in determining Nabokov's habits of style, imagery, and motifs fell into two categories: games played by Nabokov and games played by the narrator. All of the games played by Nabokov were termed games of Art because they made us aware of the creative artist engaged in the process of creation behind the backs of his characters. The games played by the narrator included both games of Art and games of artifice. The latter were games used consciously by the narrator to further the telling of his story. It was pointed out in the study that since the narrator is a creation of Nabokov's there is a sense in which all of the games are games played by Nabokov.

Henning, William Keith. A Semantic for Oral Interpretation: A Wheelwrightean Perspective. U. Southern California.

This consideration of the symbolic elements operant in the interpretation act was based on a theory of poeto-expressive language and meaning developed by Philip Wheelwright primarily in *The Burning Fountain and Metaphor and Reality*. Assuming a Wheelwrightean perspective on the interpretation act is a viable initial step in the construction of a semantic approach to interpretation as Wheelwright probes the underlying assumptions of language and broadly defines linguistic to include gesture, sound, and image.

The interpreter's creative potential rests on three factors: the presential, coalescent, and perspectival characteristics of reality; the inherent synecdochic nature of the poetic object; and the "open" and "imitative" characteristics of poetic language. The interpreter responsively and imaginatively encounters an aspect of reality guided by the poetic object which stimulates that encounter. His behavior results in a new expressive form through which a "fit" observer apprehends and encounters an aspect of the "What Is."

Since the essence of the interpreter's art is embodiment, he aims to wrench gestural, spatial, and temporal elements from heterogeneity and from pragmatic functions and to infuse them instead with aesthetic and symbolic significance. By embodying and personifying, the interpreter provides an experiential rather than a conceptual way of knowing. The interpretation act is a concrete universal; it both is and points beyond itself to incipient meanings. When the presential nature of the interpretation act brings about new awareness of an aspect of reality, the interpretative act can be said to have a metaphysical function.

Hudson, Lee. The Beat Generation Poetics and the Oral Tradition of Literature. U. Texas.

The major purpose of this study is to examine the claim that the "beat writers" represent a return to an oral tradition. The first chapter outlines the basic assumptions of an oral tradition and describes evidences or traces of that tradition in a literate society. Its emphasis is upon the internal characteristics that define a given poem's orality. A detailed consideration of the works of Milman Parry and Albert Lord is followed by a more general discussion of other theories and the recent modifications of the Parry-Lord methodology.

Chapter Two discusses the evolution of the so-called "beat generation." Its focus is the beat scene as a social event and as a literary phenomenon.

Chapter Three considers the poetics of the beat poets. After describing their concept of both "poet" and "poem," it discusses their models or antecedents and treats their practice of and attitude toward performance and improvisation.

In Chapter Four, the oral tradition criteria derived in Chapter One are applied to Allen Ginsberg's first major long poem, "Howl," also the work that, according to many, launched the beat generation.

If the concept of oral tradition is to chart, with some precision, the interweaving and intermingling of oral and literate patterns of expression, the concept must be modified to account for oral texts in literate cultures. Those oral texts can be identified by the formulaic, thematic, and metrical indices outlined by Parry and Lord. Only then can the beat poems rightly be called products of an oral tradition.

Keaveney, Madeline Marie. Narrative Viewpoint in Two Novels by Alain Robbe-Grillet. U. Illinois.

The purpose of this study is to examine the manner in which point of view operates in Alain Robbe-Grillet's *The Voyeur* and *Jealousy* and the way in which point of view structures each of the novels. The study is primarily concerned with the agent who controls the world of the novel, that is, the narrator. These two novels were chosen for this study because they present two very distinct narrators. The narrator of *The Voyeur*, who is also the major character in the novel, speaks in the third person seeing himself as an object (i.e., character) but never as the narrator. In *Jealousy*, the narrator is the major character who speaks in the third person but neither acknowledges himself as narrator nor as character. The study is designed to focus attention on the narrator of each novel by attempting to discover who is narrating, when and where he is narrating, to whom he is narrating, why he is narrating, what he is narrating, and how he is narrating. The English translations of both novels are used for the most part; however when specific points about style, diction, and vocabulary are discussed, the French texts are used.

Mathias, the major character as well as the narrator of *The Voyeur*, tells his story to himself in order to provide himself with an airtight alibi for his presence while on the island. The husband in *Jealousy* tells himself his story to assuage or confirm his suspicions of his wife's infidelity. Both analyses devote extensive analysis to stylistic techniques as they are a determinant of the structuring of the point of view of the novels.

McHughes, Janet Larsen. A Phenomenological Analysis of Literary Time in the Poetry of James Dickey. Northwestern U.

The purpose of this study was to examine the temporal structures of James Dickey's poetic worlds to come to terms with the dimensions of experience within the poems themselves. Since the focus was on the temporal organization of the persona's consciousness, the analytical method was phenomenological investigation, a critical approach delineated for the study of poetry in general. The temporal concepts of Henri Bergson became the philosophical foundation for the definitions of various temporal structures, followed by a phenomenological analysis of literary time in more than ninety poems by James Dickey.

Dickey's first book, *Into the Stone and Other Poems*, contains his most non-Bergsonian employments of time, relying instead on classical appositional style, Proustian time, and mythic

time to produce juxtaposed states of temporal discontinuity.

Drowning With Others, Dickey's second volume, continues to express its author's non-Bergsonian view of time until, in the book's last poems, the employment of cultural time dimensions and Heraclitean flux indicate a movement toward Bergsonian philosophy.

The last poems of *Helmets* suggest the direction of Dickey's subsequent poems in terms of their time-awareness. His attention no longer engaged by the temporal structures of mystical experience, Dickey explores Bergsonian duration and creative evolution in *Buckdancer's Choice*, *Falling* and *The Eye-Beaters, Blood, Victory, Madness, Buckhead and Mercy*. Dickey's gradual movement toward Bergsonism indicates that the quality of everyday human action dominates the phenomenological fields of the later poems, providing another dimension to the generative power of lived experience so characteristic of all Dickey's poetry.

Robinette, Joseph A. The Adaptive-Creative Process in Readers Theare: Three Original Manuscripts. Southern Illinois U.

This study presents three original manuscripts and a commentary on the creative processes involved in the development of each. The specific aims of this study were: to demonstrate the writer's ability to adapt and create manuscripts for readers theatre, and to attempt to analyze the adaptive-creative processes which occurred during the development of those manuscripts.

The Introduction, while providing an overview of the study, compares the three manuscripts as to nature and purpose of each, sources for each, and form and style of each. The Introduction also discusses the results of an evaluation based on newspaper reviews and audience questionnaires.

Part I includes the manuscripts under consideration: *A Savage in the Sandwich Isles*, adapted from *Mark Twain's Letters from Hawaii*, edited by A. Grove Day; *River Out of Eden*, a biography of a fictional river town, based on legends and history surrounding a southern Illinois village; and *Trumpet of the New Moon*, a musical suggested by Vachel Lindsay's *A Handy Guide for Beggars* and *Adventures While Preaching the Gospel of Beauty*.

Part II traces the development of the manuscripts from inception to completion in an attempt to document the workings of the creative process as each manuscript evolved.

Sandifer, Charles M. The Metamorphosis of Fiction: A Study of Methods and Techniques of Adapting Literature, and Especially Novels, to Readers Theatre. Purdue U.

Because materials used in readers theatre often were not written for that kind of performance, directors must seek ways of adapting literature for their particular purpose. Since little has been written concerning ways of adapting materials to readers theatre, the author turned to the fields of drama, film, and television for methods which could also be used in readers theatre.

Four methods were discovered to be used by adapters in drama, film, and television: straight conversions, expanded use of materials, condensed materials, and independent adaptations. All but the method of adapting requiring an "expanded" use of materials were found to be applicable to the readers theatre.

Five categories of techniques employed in the fields of drama, film, and television were found: expansion, condensation, visualization-characterization, accommodation, and task organization. All of the techniques which are included in these five categories are also useful in readers theatre with the following exceptions: expansion techniques, the accommodation method of changing the literature's intent, and the practice in working with film of "paraphrasing" the original material.

Methods borrowed from other media were used in adapting *One Flew Over the Cuckoo's Nest* and proved to be valuable. Hopefully, further application of such methods will improve literature presentations in readers theatre.

Schmider, Carl L. Precision Which Creates Movement: The Stylistics of E. E. Cummings. U. Denver.

This descriptive and critical analysis of Edward Estlin Cummings' poetry investigated his unique stylistics in relation to the concept, "precision which creates movement," which Cummings offered in explanation of his technique. The study was undertaken in the assumption that a fuller apprehension of Cummings' poems would be possible by defining more exactly the role of the stylistics in creating poems containing the effect of precise movement, discoverable by the presence of instantaneous, kinaesthetic, and holistic qualities.

The analytic procedure included an enumeration, categorization and description of the stylistics; an explication and expansion of the concept, "precise movement," and a search for the correlative incidences of stylistics and precise

movement in twenty poems selected for their aural suitability, containment of precise movement, and exemplification of Cummings' main themes and subjects. The analyses enumerated the stylistics, identified the movement, described the voice and speech, and assessed the relationships among the stylistics, movement, voice and form of each poem.

The findings were that the presence of precise movement did not depend upon the presence of the stylistics; that the voice of the poem also did not depend on the presence of stylistics, although there was always a marked relationship in degree between the incidences of stylistics and evocation of the poem's voice; and that the stylistics, movement, voice and form of each poem were in almost all cases highly integrated.

Strine, Mary Susan. The Novel as Rhetorical Act: An Interpretation of the Major Fiction of William Styron. U. Michigan.

The purpose of this study was to explicate the novels of William Styron as a cumulative sequence of implicitly rhetorical acts whereby strategic responses are made to the socio-psychological conditions of mid-twentieth century American life.

A theoretical framework was developed for the critical examination of literature as rhetorical transaction. Rhetorical analysis was defined as the descriptive reconstruction of the transactional process that literary form implies. The function of the interpreter as rhetorical analyst was viewed as a logical consequence—to explicate the inter-relationship between the communicative frameworks and the socio-psychological contexts in and of literature.

Lie Down in Darkness, *The Long March*, *Set This House on Fire* and *The Confessions of Nat Turner* were examined in terms of their structures of action, narrative situations, and socio-psychological implications.

The novels were placed within the historico-cultural perspective of the Adamic Myth which holds the New World individual to be inherently innocent and boundless in self-determining potential. Styron's southern heritage with its legacy of military defeat, devastation, and racial guilt was interpreted as providing him with a generating socio-psychological context within which to correct and counter the delusive Adamic paradigm.

The novels' narrative situations were explicated as a clear sequence of progressively heightened reader participation in the narrative action, reflecting the increasing urgency of the socio-political issues being fictively explored. Both Styron's moral vision and his rhetorical expertise were seen to culminate in *The Confessions of Nat Turner*, making this novel his most penetrating and socially significant rhetorical act.

Sturges, Christine A. The Effect of a Narrator's Presence on High School Audience Response to Character in the Staging of Narrative Literature. Northwestern U. (1971).

The study was designed to investigate the effects of a narrator's presence in the staging of narrative literature on audience response. The narrator is a device for dramatizing point of view in narrative literature. The narrator's speeches and actions reflect the story's underlying perspective toward the particular incidents which occur and thereby give evidence of a perceptual framework outside of the characters' experience.

To test the hypotheses, two conditions were established. In one, a group of high school sophomores observed a conventional dramatic scene based on Henry James' novel *Washington Square*. In the second, another group of high school sophomores observed a dramatization of the same story which included a narrator. Directly after each performance, the subjects completed a questionnaire.

The results of the experiment supported all four hypotheses proposed. They showed, first, that a narrator's presence did affect high school student audience perception and interpretation of characters in a staged presentation of narrative literature. Second, a narrator's presence increased the complexity of that perception and interpretation of character, and third, increased the amount of social distance between character and audience. Finally, a narrator's presence decreased high school student audience acceptance of the characters' reliability. The results also showed that student response was sometimes affected by the individual characteristics of the high schools. Yet this influence did not interact with the narrator effect and thereby emphasizes the independence of the presence of the narrator.

Mass Communication

Baker, William F. Power and Decision Making in American Television. Case Western Reserve U.

The study examines the decision making power and processes within commercial American television and locates centers of decisional power, identifying those persons who make decisions and analyzing the extent of their power.

The author identifies the communications channels and the chain-of-command, surveys the power potential of key people to identify the person or persons responsible for certain specific program decisions (as well as determining how these persons obtained power originally), and clarifies who it is that makes final decisions regarding what is broadcast on television.

A multidisciplinary approach was used to identify the reputational (analysis of the power of the individual based on how others in the organization see him), positional (analysis of power based on the organizational position), and decisional methods (analysis of power based on specific decisions), reflected in commercial American television.

The author concludes that there is no question that the television industry is a highly pluralistic one. Noting that there may be many instances (particularly at the local station level) where considerable power is held in the hands of a single person (the manager), he observes that the complexities of the business itself, along with the competitive, regulatory and social factors in society, simply do not permit any overbearing, centralized control in American television.

Bowler, Gregory L. Broadcaster Responsibility as Defined in the Editorials of *Broadcasting* Magazine and Compared to Positions of Industry Spokesmen: An Historical-Descriptive Study. Ohio State U.

All editorials appearing during four sample periods were examined (1933-35, 1945-48, 1958-62, 1968-70) to determine *Broadcasting*'s definition of broadcaster responsibility; whether the components of the definition changed over time; and if the definition was similar or contrary to positions expressed by industry spokesmen during the same periods. Speeches and statements by principal executive officers of NBC, CBS, and the NAB during the periods provided the sources for comparison.

Of the 1985 editorials appearing during the sample periods, 285 discussed or made recommendations about the actual or ideal relationship between the broadcaster and the public. Categories were established and a rough quantitative outline was used to trace gross trends in emphasis.

The results indicated that *Broadcasting* felt that broadcasters should provide an accurate, thorough and balanced news service; that the majority of their programs should appeal to a mass audience; that the broadcaster must insure that his programs do not deceive the audience; and he should support the codes of good practice but without relinquishing responsibility for program decisions. No substantive changes in the components of the definition appeared between periods, though different categories were emphasized at different times.

Broadcasting and industry spokesmen agreed on categories, though disagreed on emphasis at times. Particularly during the later years, *Broadcasting* questioned the NAB Code, and the industry supported it. Overall, *Broadcasting* emphasized the news category substantially more frequently than any other.

The findings also indicate that both *Broadcasting* and industry spokesmen tended to ignore questions of responsibility until events forced consideration. Their consistent response to problems was similar through all periods: defend the industry, advocate self-regulation, increase industry-wide public relations activities.

Boyd, Douglas A. An Historical and Descriptive Analysis of the Evolution and Development of Saudi Arabian Television: 1963-1972. U. Minnesota.

The methodology used in this study is mainly historical and descriptive. One section, however, presents a survey research project conducted by the author in Saudi Arabia.

The study investigates the reasons behind the Saudi decision to introduce television into this traditional society—a society whose religious leaders blocked television for several years because of their adherence to the Wahhabi sect of Islam which believes that it is immoral to produce an image of the human body.

Saudi Arabia started a national television system later than most other major countries in the Middle East. This television system was built under the supervision of the U.S. government. However, the funds were provided by the Saudi Arabian government. American equipment was used in the stations which have been maintained since their construction by American companies. The television system is programmed by the Saudi Ministry of Information.

The use of television as a means of promoting national development in the country is also examined in the study. The writer found that although some effort had been made to use the medium for educational purposes, more could be done to promote literacy for example. The Ministry of Education has started a pilot project which will use television for instructional purposes in the intermediate school system in the capital city of Riyadh.

The writer concludes the study with nine

recommendations in the areas of programming, administration, and technical facilities which, if adopted, might provide Saudi Arabs with a television system which better serves their national needs.

Cailteaux, Karen Sue. The Political Blacklist in the Broadcast Industry: The Decade of the 1950's. Ohio State U.

This historical study of the political blacklist era in the broadcast industry focuses on these aspects: sources and origins of blacklists, types of pressure tactics used, response of the industry employers to the pressure to blacklist, mechanisms of clearance for the accused, two ineffectual complaints filed with the FCC, four in-depth examples of the effects of blacklisting on the lives of individuals, and the decline of blacklisting. This study is based on new and significant primary sources.

The early blacklists came from anonymous origins and were begun sometime after World War II but well before 1950. Later lists and blacklist pressure came from: American Business Consultants, Vincent Hartnett, AWARE, Inc., Laurence Johnson, and the Joint Committee Against Communism. Those listed were said to be either Communists, pro-Communists or Communist sympathizers.

Although there is no evidence that there would have been a drop in ratings or sponsors' sales, employers reacted to blacklist pressures by screening prospective employees to check on alleged political records before hiring.

Blacklisting seems not to have been phased out entirely until the late 1960's. Today blacklisting appears to be neither widespread nor well organized, if in fact it does exist at all. However, many of the conditions which led to blacklisting in the 1950's are still present in the industry. Broadcasters still have a tendency to overreact to small group pressure. They also are preoccupied with their image. It is therefore the responsibility of the broadcaster, who has been awarded the privilege of utilizing the public airways for profit, to uphold democratic principles and guard against their own overreactions.

Creswell, Kent William. An Historical Descriptive Analysis of the Broadcast Skills Bank—A Cooperative Industry Effort to Involve Minorities in Broadcasting. Ohio State U.

Historical and descriptive research methodology was used to critically examine the Broadcast Skills Bank, an organization which established training and placement programs for minority group members desiring employment in the field of broadcasting. The Bank began in 1964 and was supported by the major broadcast networks. The dissertation examined the history of the organization's national office in New York, explaining how that office established local Broadcast Skills Banks in twenty-two cities. Field research was conducted at three representative local banks in San Francisco, California, Miami, Florida, and Columbus, Ohio.

The author interviewed broadcasters who participated in the three local banks to determine the value of the organization for these executives. He evaluated relevant file materials, newspaper publicity and other written documents, and interviewed minority group members who had been assisted by skills bank programs.

The study analyzed government, industry and social programs which influenced the development of the Broadcast Skills Bank national office, including civil rights legislation, research conducted by the New York State Commission on Human Rights and the Urban League's National Skills Bank. At the local bank level, the analysis compared recruitment, placement, scholarship training and publicity programs. Organizational patterns were evaluated as they related to bank leadership arrangements, plans for funding scholarships, and 3) communication processes among national and local leaders.

The Bank was most successful as a catalyst, drawing broadcasters together to address minority problems with new urgency. Hower, the bank program failed to consistently involved the leaders of communities which it claimed to serve.

Czech, Elizabeth Shimer. Interaction Between Black and Corporate Culture in Broadcast Management. Ohio State U.

The purpose of this exploratory study was to identify what special problems radio and television broadcasters might anticipate and overcome during the preparation of young blacks for broadcast management positions.

Using the Participant Observation method, the researcher sought to isolate black cultural constructs which may accelerate and/or impede the progress of a black broadcast management intern.

The major findings imply that most problems were more a matter of class than of race, with middle-class blacks adapting more readily to the broadcast corporate culture's structure than did blacks from disadvantaged backgrounds.

The most common black perceptions which

impeded advancement, but were eventually overcome through individual attention, included: semantic misunderstandings, fear of failure in the eyes of a white person, reserved compliance, loyalty to a "brother" even when he was wrong, lack of agreement concerning sources and directions of black awareness, preference for emotional and nonverbal forms of communication, and dislike of reading or writing.

Major hypotheses generated by the study for further research were: young blacks from the South are more likely to succeed in positions dealing with people, whereas black youths from the North are more likely to succeed in positions involving production; a black youth who is the oldest, an only child, or raised as an only child, has more managerial potential than does one raised with siblings; Afro-Americans live in a co-culture as inherited non-Western values conflict with Western values.

Davis, Richard Harding. A Descriptive Study of Television in the Lives of an Elderly Population. U. Southern California.

The study sought answers to three questions: 1) Of what influence on television viewing by an older audience are the demographic variables of age, sex and race? 2) Of what influence on television viewing by an older audience are the biographic variables of marital status, work status, mobility, health and income? 3) Of what influence on television viewing by an older audience are the sociologic variables of living arrangements, individual interpersonal relationships and family and friends, and the language spoken?

It was concluded that: 1) Television viewing is perceived by the elderly audience as an important and necessary experience providing positive benefits; however, the recognition of importance and the benefits wane as the viewer ages. The most effective programming for this audience should be directed to the "young elderly" and should be designed to provide them with information relative to their needs in their new roles as retired persons. 2) Perception of the television experience is influenced by the individual differences of elderly viewers as well as by the common property of age. Program content and format should be diversified to reach several target audiences within the larger elderly population. Decisions about program length, scheduling, and program type may be guided by a consideration of the limitations age places on the intended audience. 3) The relationship structure between elderly viewers and other people is influential in determining the importance of television in their lives. Television viewing may function as a compensating mechanism for many older people who are often cut off from meaningful relationships. The personalities chosen to communicate with this audience should recognize and capitalize on the importance of the roles they play as substitutes for real-life other people. 4) Socio-economic differences in the broad sample of older viewers are not influential in most areas of television audience behavior, but they are expressed in some attitudes and opinions about the television experience.

Dye, Scott A. An Analysis of Selected Initial Newspaper Reports of Six Isolationist Speeches by Charles A. Lindbergh. Case Western Reserve U.

Between 15 September 1939, and America's entry into World War II, Charles A. Lindbergh delivered twenty major isolationist addresses. At the onset of his talks, public opinion favored isolationism, but thereafter altered until, in October, 1941, 70 percent of Americans polled wanted to see Hitler defeated, even if it meant involvement in the war. The purpose of this thesis is to determine how initial news accounts reported Lindbergh's isolationist speeches as public opinion toward involvement in the European war changed.

The primary procedural task was to discover what Mr. Lindbergh said in each speech and then to determine how it was reported. Next, news stories were examined for nontextual elements to determine whether the speech was reported in a context that might result in misinterpretation.

The author discovered that the highest degree of accuracy and of importance accorded the speaker occurred when public opinion favored the isolationist stand. As Lindbergh's arguments became less popular, fewer texts were published, less prominence was given to initial news reports and the reports themselves were less accurate and less comprehensive.

The inability or unwillingness of newspapers to report accurately the public addresses of a man of Lindbergh's stature, speaking on perhaps the most critical issue of his time, has disturbing implications. One is the questionable reliability of historical studies which work from news accounts of speeches. Another is that principal speakers on controversial issues may not have had fair access to newspapers at a time when the majority of Americans relied on newspapers as their primary news source.

Fuller, Claude C. Attitudes Toward Television Commercials in Five Major Urban Cities. Louisiana State U.

Purpose of this study was to evaluate attitudes toward television commercials in five major cities of the U.S. Demographic factors included: age, income education, sex, and ownership of black-white or color sets.

A random sample of 633 respondents to a questionnaire concluded: 1) Sixty-two percent found commercials helpful in product selection of availability and brand. 2) The most frequently mentioned complaint was that commercials were repeated too often (71%). The second highest complaint was too many commercials (58%). "Insulting to the intelligence" had 54%. 3) Thirty-seven percent marked commercials as "entertaining" and 33% noted commercials as "informative." 4) Fifty percent recalled seeing "more than twelve" commercials in an average evening. 5) Musical background received the highest oral/visual factors response (52%) in relation to effect awareness. 6) Preference was for "outdoor scenes" to other types of commercials, and 54% chose this category. Cartoons were second most popular with a 45.6% response. 7) Sixty-eight percent felt commercials had *no* influence on their buying habits while 26% checked they had purchased "three to five" items in the past three months as a result of TV. 8) Sixty-nine percent were in favor of "commercial" television while 18% favored another type of financial support for TV. 9) Some 69.5% would be willing to pay a monthly fee or support meter TV if there were no commercials. Government support was selected by 19%.

Gartley, Linda J. The American Film Industry in Transition: 1946-1956. U. Michigan.

The period 1946 to 1956 was a period in which changes took place that altered the American film industry both economically and artistically.

The film industry after World War II underwent a ten-year transition period from 1946 to 1956. In 1946, the Justice Department asked for the divorcement of the production-distribution part of the industry from exhibition. The provisions of the suit and the consent decree of 1948 led to a lack of understanding between exhibitors and distributors and a lack of cooperation in combating the inroads of television.

Television and other forms of entertainment drew heavily on the former film audience. During the same period, European markets were tightening control of distribution by American studios. These pressures were largely external and beyond the control of the studios. As the industry floundered, it made mistakes that would affect it for years.

New sources of revenue were explored. Making films for television and theatre television were coupled with efforts to reduce production costs in Hollywood.

In 1952 and 1953, technological innovations such as 3-D, Cinerama, and CinemaScope were utilized. CinemaScope, along with color and stereophonic sound, gave additional tools to the filmmaker with which to build more realistic and compelling films.

The ability to attract the audience was aided by the breakdown of the production code and statutory censorship. In Hollywood, the structure of the studios was changed. Independent producers were allowed studio space and facilities in return for a percentage of the film's revenue and the distribution fees.

Jaffe, David L. The Impact of the Mass Media on Source Commitment. U. Iowa.

The purpose of this study was to explore the role of the mass media in creating source commitment. Source commitment was defined as a type of public commitment produced under conditions in which a person encodes a message for others. The major hypothesis predicted that commitment would be produced within persons who encoded messages for transmission by the mass media. Other hypotheses predicted a positive relationship between source commitment and publicness of the media, permanence of the transmitted messages as dictated by the inherent characteristics of the media (e.g., newspaper messages were described as inherently more permanent than radio messages), friends' awareness of the transmitted messages, frequency of transmission of the messages, and frequency of encoding the messages.

The hypotheses were tested in an experimental setting designed to approximate as closely as possible the natural conditions of mass media encoding, transmission, and consumption.

The results showed that the type of source commitment studied in the experiment was not significantly affected by the encoding and transmission of mass media messages. Moreover, media publicness, message permanence, friends' awareness, and frequency of message encoding and tranmission, similarly, did not significantly affect the level of source commitment.

It was concluded that the conflicting results between the experiment and previous commitment studies were due, in part, to different levels

of salience. The explanation was advanced that salience is the primary variable operating in source commitment.

Jameson, Kay Charles. The Influence of the United States Court of Appeals for the District of Columbia on Federal Policy in Broadcast Regulation, 1929-1971. U. Southern California.

Decisions issued in recent years by the United states Court of Appeals for the District of Columbia, which has almost total jurisdiction over radio and television litigation, have created anxiety in the broadcasting industry. Responsible spokesmen for broadcasters have interpreted these court decisions as evidence that the court is bent upon liberalizing judicial interpretation of the Communications Act and the Constitution, demanding expanded jurisdiction and responsibility on the part of the Federal Communications Commission, and restricting the freedom of radio and television licensees to engage in broadcasting as a commercial enterprise with a minimum of governmental interference—all in the name of the public interest, convenience, and necessity.

The study's conclusions were that the influence of the court on federal policy in broadcast regulation and the relationship between the court and the commissions has remained fairly constant from 1929 to 1971; that the court's encouragement of public involvement in broadcasting and broadcast regulation is at the crux of industry criticism of judicial review since 1966; that the court has not acted as a "super-Commission" to shape and enforce its own concept of the public interest; that the court's major influence has been on procedural as distinguished from substantial matters, although it has used procedural avenues to draw commission attention to substantive issues; that the court has not usurped the powers and rights of Congress and the commissions to make and execute federal policy in broadcast regulation; that the dichotomy in judicial attitudes of the Court of Appeals and Supreme Court toward the commissions during the first three decades studied no longer exists; and that the system of checks and balances created by Congress in radio legislation with respect to the rights, powers, and responsibilities of the Congress, commissions, and the courts, had worked extremely well over the four decades studied to protect the public, the broadcasters, and the government.

Johnson, Dorothy Rensch. The Influence of Television Viewing Upon Perceptions of Various Concepts Among Appalachians and Non-Appalachians. Ohio State U.

Economic prosperity and social advantages which most Americans take for granted are comparatively unavailable to many Appalachians. Governmental programs can provide some adjuncts to progress. But underlying other problems, traditional mountain culture inhibits the mountaineer from effective interaction with contemporary American society or participation in its benefits. Authorities have assumed that television is the most effective of the outside influences mitigating the mountaineer's historic isolation. The objectives of this study included investigation of the mountaineer's perceptions of some aspects of his personal and regional environment and assessment of television's impact upon traditional mountain thinking.

A field study was undertaken of stratified samples drawn from Central Appalachians, Northern Appalachians, and non-Appalachians. The primary procedure employed to elicit perceptions of various concepts was free word association.

The data provided statistical corroboration for the proposition that Central Appalachians constitute a distinct sub-culture. They differed significantly from the dominant culture, perceiving various aspects of their lives in terms of persons and relationships but with scant concern for possessions or cooperative endeavors. Northern Appalachians, substantially overlooked in previous studies, appeared to be a people in cultural tradition, perceiving some aspects of their lives significantly differently from both Central Appalachians and non-Appalachians.

Central Appalachians spent more time viewing television, regarded the medium as more credible, and perceived a somewhat different message from individual programs than others in the study. Perceptions of heavy television viewers among Central Appalachians differed significantly from those of light viewers, indicating that television had exercised substantial effect upon traditional mountain thinking.

Johnson, Rolland C. Seldom Tested Variables in the Effects of Televised Violence on Aggressive Behavior: An Examination of Violence Placement, Non-forced Response Choice, Fictional/Non-fictional Presentations, and Male/Female Response Differences. Ohio U. (1971).

The two major purposes of the study were to examine the effects of three variables—violence

placement (preceding/following non-violence), content type (fictional/non-fictional), and sex of the respondent—on produced aggressive behavior and to examine whether the electrical shock research paradigm itself encourages aggressive behavior.

One hundred college students were subjects in the experiment. After being angered by electrical shocks constituting a bad grade on a composition they had written, the subjects were exposed to video tapes containing various combinations of the three variables. Subjects were then told to grade (by giving electrical shocks) an essay presumed to be written by the person who shocked them. Analysis of variance was used to analyze resulting data.

The results indicated that angered subjects are more likely to aggress when viewed violence is closer to the period of frustration than when violence is closer to the opportunity to aggress. It was also found that the electrical shock paradigm itself acts as an instigation to aggressive behavior. The addition of non-violence to violence appears to have a decremental effect on aggressive behavior. However, because of insufficient experimental control, substantial conclusions about predicted male/female aggressive response differences and fictional/non-fictional differences could not be drawn.

Abstracted by ERIC S. MILLER

Kaminsky, Stuart M. A Biographical Study of the Career of Donald Siegel and an Analysis of His Films. Northwestern U.

The dissertation is in two parts. Part I is a critical biography of Donald Siegel which traces the elements in his life and career that contributed to his creation of Hollywood genre films. Part II is a thematic and visual analysis of Siegal's films to determine the degree of unity in them which resulted from his experiences and philosophy as examined in Part I. The biographical and career section of the dissertation relies upon taped interviews with Siegel and with actors, relatives, producers, cameramen, writers, editors and others who have known and worked with him; a wide range of critical articles and reviews of Siegel's work; and documents and letters in Siegel's files and those of the studios where he worked. The analysis section is based upon the reading of all of Siegel's scripts, including those for television with often as many as eight variations on a script, and viewing of the films Siegel directed plus his television shows and second-unit work.

The total study demonstrated that a commercial Hollywood director working within defined genres can infuse his work with a distinctive style and thematic unity of aesthetic significance. The conclusion indicates that it is, indeed, of distinct value to investigate the work of individual directors both biographically and through their films to determine their positions as creative forces and to understand one important phase of the often complex question of artistic responsibility in a Hollywood film.

Kelly, Francis L. The Institute for Education by Radio-Television—A History. Ohio State U.

The purpose of the study was to describe and evaluate the growth, development, and activities of the Institute for Education by Radio-Television and analyze the major issues in educational and public service broadcasting as they were articulated in the speeches and discussion at the annual meetings of the Institute from 1930 to 1965.

Personal interviews, files of the Institute, and the printed annual proceedings, *Education On The Air*, were major sources.

The study was divided into four periods of Institute development: 1930-1935, 1936-1944, 1945-1953, 1954-1965. Major issues discussed were: functions of radio in education, ownership of station facilities, radio's function in the war effort, educational television, and development of a social conscience.

This study concluded that the Institute provided a relatively neutral meeting ground where the various factions involved in radio-TV broadcasting were able to discuss their problems and exchange ideas, thus providing a needed communications link which helped to coordinate the development of broadcasting. The Institute was most prominent and respected nationally during the war years but gradually declined as the growing specialization and fragmentation of the industry generated new organizations to provide specialized services.

The analysis of issues concerned problems of access, CATV, control of programming, public broadcasting functions, public service responsibility, and the basic limitations of the American commercial system of broadcasting.

Recommendations emphasized resource value of the printed proceedings, *Education On The Air*, and the need for a similar conference.

Kirkorian, Donald G. An Historical-Descriptive Study of the National Broadcasting Company's Preschool Television Program *Ding Dong School*. Northwestern U.

It was the purpose of this study to 1) con-

struct a biographical sketch of Frances R. Horwich, star of *Ding Dong School;* 2) determine which individuals were responsible for creating and developing this first television program specifically planned for the preschooler; 3) reconstruct the production activities associated with the program; 4) reconstruct the general format of the program and provide a content analysis; 5) investigate the type of merchandising generated by the impact of the program; 6) study the *DDS* audience; 7) determine if this landmark in preschool programming provided an impetus for other such programs; 8) investigate critics' responses to the program; and 9) determine why N.B.C. subsequently cancelled *DDS*.

The methods of acquiring data included interviews with individuals who were involved in *DDS* from initial development to demise, inspection of primary source materials found in collections of individuals interviewed, and examination of conventional resource materials.

Chapter I briefly discusses the impact of television during the early 1950's. Chapter II provides a biographical sketch of Dr. Horwich. Chapter III contains interviews with former members of the *DDS* staff. Chapter IV relates the production activities associated with *DDS*, reconstructs the general format of the program, and provides a content analysis. Chapter V investigates the type of merchandising generated by the program. Chapter VI provides an analysis of the *DDS* audience. Chapter VII investigates the critics' response to *DDS*.

Lee, William L. Newscasting in the Middle East: A Seven-Station Case Study. U. Wisconsin.

Because of the paucity of mass media studies about the Middle East and the emphasis placed upon radio as the most viable medium of mass communication in that area, it was conceived that a case study of selected stations' newscasts would reveal cultural and national attitudes toward current events of import, and allow insight into the role in that society.

The stations chosen were Radio Lebanon in Arabic and French, Radio Syria in Arabic, Radio Cairo and Sawt-al-Arab in Arabic, and BBC in Arabic and English.

Newscasts were recorded during October, 1971, in Beirut, Lebanon, on medium-wave receivers. Transcriptions were translated into English and content was categorized for analysis based upon Chilton R. Bush's "System of Categories for General News Content."

The most significant emphasis in news programming was to items which bore particularly on the political situation endemic to the Middle East. Regional problems—the conflicts with Israel and Western political and economic "imperialism"—took precedence over internal, national political problems. Treatment of news by BBC services and Middle East stations was generally similar, but exceptions were evident. Marked differences in certain categories existed between the two BBC services.

Middle Eastern stations utilizing editorialization concentrated discourse on events related to the problems of local-regional import. The BBC-English commentaries (none was broadcast by BBC-Arabic) were diversified, dealing with issues not necessarily related to the region.

Lunsford, Paul C. A Study of Governmental Inquiries Into Alleged Staged News Practices of Two Television News Documentaries. Ohio State U.

The purpose of this study was to examine the process, validity and reliability of governmental inquiries into two landmark cases of alleged staged news: WBBM-TV's "Pot Party at a University," and CBS' "Project Nassau." The focus of the study was placed within the framework of traditional journalistic concepts of objectivity, interpretation, professional codes and ethics.

A multi-form methodology was used. The historical, descriptive and analytical methods were employed in providing the contextual framework of the study. The normative survey method was used to arrive at a definition of staged news: "an event which, in fact, would not have occurred at all, or would not have occurred in the same form or manner, except at the behest, initiation, direction, arrangement or pre-arrangement of the newsman (for whatever purpose), and seriously distorts the presentation of the reality of the event itself." The case-study method was used in the examination of the two documentaries.

The following general conclusions were obtained from data contained in this study: 1) Staged news as defined in this study is an atypical, even rare, practice at the network level, and generally at the local station level. 2) The inherent dangers as well as the benefits of legislative investigating committees must be clearly recognized, especially in their investigations into media practices. 3) Any staging, simulation, pre-arrangement or re-creation of the original news event, or any portion thereof, if employed at all for whatever reason, should

be publicly acknowledged. 4) More media advisory councils should be established to help the media interpret and fulfill their social responsibilities. 5) Broadcast and print media should use the ombudsman concept more frequently to track down complaints about their professional judgment and performance. 6) More publications critical of journalistic practices, standards and performance should be established. 7) A continuing re-examination of the voluntary professional media codes is needed, with especial attention directed toward more adequate punitive provisions for flagrant and persistent violators. 8) A National Center for the Study of the Media should be established.

Lynch, F. Dennis. Clozentropy. A Technique for Studying Audience Response to Films. U. Iowa.

It was assumed that prediction—expectation—and its fulfillment or denial were related to the meaningfulness of films. The test instrument, based on cloze procedure, was adapted to nonverbal material. The computer-analyzed test can be used for any continuous visual narrative. The test was validated by showing that it was able to detect differences in entropy patterns (agreement among subjects about what will happen next) and number of correct responses between sophisticated and naive subjects for simple and complex films at two levels of prediction: plot and shot.

The subjects saw *How Do I Love Thee,* a 30-minute film that was simple in plot and visual structure, and *Phoebe,* one that was complex. Each film was interrupted 26 times and the 93 subjects were asked to predict what would happen next by checking a multiple-choice questionnaire.

For the entropy pattern, the results showed significant differences between the audiences, the film, and the level of prediction. There was a significant interaction between levels and films. The highest entropy was generated by the naive audience at the plot level of the complex film. In addition, the instrument indicated that ability to predict correctly varied significantly with the sophistication of the audience, the complexity of the film, and the level of analysis. Again, there was a significant interaction between levels and films. The most correct predictions were made by the sophisticated viewers at the plot level of the simple film; the least, by naive viewers at both plot and shot levels of the complex film.

Lyons, Timothy J. The Silent Partner: The History of the American Film Manufacturing Company, 1910-1921. U. Iowa.

The American Film Manufacturing Company was formed in 1910 as "the silent partner" to the distribution exchanges of John R. Freuler and Harry E. Aitken. The initial motivation behind the company's formation was also to challenge the domination of the Motion Picture Patents Company, a rigorous combine which was attempting to monopolize the industry by its claim over film machinery.

As one of the first companies to locate permanently in California, American's early work was almost entirely in Westerns, shot in the attractive West Coast settings. Once a large studio had been built in Santa Barbara, the company attempted other forms of the photoplay, growing steadily from its three small companies until over fifteen separate units were working in and around the "Flying A" studio. Thousands of people worked for American, each contributing his special skill in producing 1,228 films during the company's twelve year existence.

American's decline began in 1918 when Mutual Film Corporation ceased to function. Without an assured outlet for its films, the company was forced to depend upon less profitable methods of distribution. While more progressive companies had been accumulating theatres and developing their own distributing agencies, American had been interested only in the continual support of Mutual. Away from the dominant center of film production in Hollywood, the Santa Barbara filmmakers were unable to compete on the level necessary to survive. By 1921, American had exhausted the options left open to it and ceased production.

McCain, Thomas A. A Functional Analysis of Network Television News Viewing. U. Wisconsin.

The specific purposes of this investigation were to identify the major functions of network news viewing for adults, to identify news viewer types in terms of combinations of functions which television newscasts serve for them, and to compare use of mass media and demographic features by news viewers of each type.

A sample of 296 Bloomington-Normal, Illinois residents responded to 65 seven-point Lickert statements representing the range of potential functions television news serves along with media and demographic indexes. R-factor analysis of the 65 evaluative items was employed to

determine the dimensions of news viewing. Subjects were randomly assigned to four groups and Q-factor analysis was performed. The results of the four independent Q-analyses were combined into parsimonious types of news viewers. Multiple discriminant analysis tested for differences between the types collapsed from the Q-analyses.

The R-factor analysis produced a seven factor solution representing the range of functions television news serves for adult viewers. They were labeled: news-information, isolation-avoidance, communal, guidance, para-social-diversional, social status, and background entertainment. The Q-factor analysis and discriminant analysis produced four major typologies of network news viewers labeled: news only, information social escape, information conversation, and background entertainment. There were no significant differences between the typologies and demographic variables and only a few differences according to their exposure to and evaluation of media. Generally the background entertainment news viewers were exposed to fewer media, the information conversation viewers the most media.

McMenamin, Milton J. An Experimental Study of the Effects of Television on Audience Perception of the Teaching Personality. U. Oregon.

This study sought to determine if TV affects the way in which students perceive an instructor's personality, and, if so, how.

Two groups of thirty students were matched according to sex and age. Following a pre-test for bias in the sample, one group received a twenty-minute face-to-face lecture from a teacher. The other group received the same lecture a short time later, in the same room, but on videotape replay. A thirty-item personality perception test was administered after each presentation.

The responses from the pre-test and the two treatment modes were submitted to factor analysis to determine if they interrelated differently. In addition, a Wilcoxon R test was made on each of the thirty personality variables to determine if response to specific variables differed quantitatively according to mode of presentation.

Of the eight factors generated by factor analysis, six were common to both modes. In order of salience they were: aggressive, prudent, intuitive, ethical, relevant, and personable. Two unique factors were generated: poised, appearing only in the face-to-face group, and empathic, appearing only in the TV group.

The TV personality was seen as significantly less "forceful" (.01). Loadings on the unique empathic factor, together with the less "forceful" finding for TV, lead to the conclusion that TV tends to obscure or devalue instructor personality.

This was thought to be directly supportive of the McLuhan theory and partially supportive of the Festinger theory.

Olson, Susan Raynor. The Role of Broadcasting Within the British Open University. Ohio State U.

The author conducted field research in England in order to determine the function of broadcasting within the Open University. Emphasis was directed toward describing the Open University (OU), defining its broadcasting operation, and identifying key strengths and weaknesses of the broadcasting contribution.

Data were collected from primary sources, brief questionnaires, interviews, and observations both at the OU headquarters and at the OU Productions of the British Broadcasting Corporation (BBC). It was then coded and tabulated according to pre-determined categories of planning, production, utilization, and evaluation.

The development of all course materials is the responsibility of a course team. Membership is composed of BBC producers, faculty, and educational technologists, who share equal academic standing. Each discipline was found to utilize broadcasting differently, depending upon the nature of its courses. The arts relied mainly upon the media for enrichment while the sciences primarily for direct instruction. The "Open Forum" programs, which were not stipulated by the BBC-OU partnership agreement, exemplify a non-instructional role of the media. Here broadcasting serves as a communication vehicle for announcements, student feedback and an "ombudsmen" service.

The data next were applied to educational broadcasting criteria, validated by experts in education and educational broadcasting. According to the criteria, the planning activities were rated most satisfactory while evaluation was determined least satisfactory. Although the OU currently lacks a systematic attempt at evaluating which course objectives are suitable for which medium, the University's Institute of Educational Technology is planning research in several areas of the total broadcasting operation.

Ramsey, Robert T., Jr. Interpersonal Values and Communication Behavior in a Commercial Television Station. Bowling Green State U.

Mass communication research has traditionally centered on the social role and effects of mass media. In the language of a communication model the research has been "audience-centered." This investigation shifts interest to a mass communication source, exploring selected aspects of television station personnel.

Empirical information was gathered through two procedures. Interpersonal values were operationalized by L. V. Gordon's Survey of Interpersonal values. Data were analyzed by transposed factor analysis and by one-way analysis of variance. The factor analysis classified employees into global interpersonal value types. The analysis of variance tested relationships between departmental affiliation and interpersonal values. The second procedure consisted of gathering informal comunication data via ecco analysis methodology. The questionnaire was developed to determine frequency and effectiveness of communication among station personnel. The statistical analysis used to evaluate communication behavior was predominantly χ^2 test.

The sample included 150 employees of a commercial television station in Cleveland, Ohio. These employees completed seven ecco surveys, in addition to the survey of Interpersonal Values. Data were collected over a period of three months.

In general, the data suggest the following conclusions: While there are areas of differences, broadcast personnel value independence highest and conformity lowest. Interpersonal value differences among personnel cannot be attributed to departmental membership. Informal communication is more frequent and effective between members of the same department than between members of different departments. The five departments under study exhibit varying communication patterns which should be taken into consideration by management in order to use the grapevine more effectively.

Rosene, James M. The Effects of Violent and Sexually Arousing Film Content: An Experimental Study. Ohio U. (1971).

This study examines the effort of several film variables on aggressive responses. Sexually arousing film content is included to determine whether this kind of emotionally arresting film material can produce the same level of aggressive responses as film violence. Controlled variables were the social acceptability of response, sex of person aggressed against, and forced-non-forced response conditions.

Written compositions were graded by a series of electrical shocks. After viewing one of four film variables—justified violence, sexually arousing content, both sexually arousing and violent content, and non-sexually arousing and non-violent content—subjects were then allowed to grade the original "shocker" based on a composition written by him.

Results indicate that males exhibit more aggression after viewing both film violence or sexually arousing material than do males who view neither. When the target of aggression is perceived to be female, more aggression is exhibited than when the target is seen to be a male. Forcing aggression has little effect on the aggression exhibited except when the target is a female. Subjects aggress in a socially acceptable manner when tested with the experimental paradigm and subjects return less shocks than they perceive receiving. Among the general conclusions reached is that sexually arousing material can produce behavior similar to that produced by viewing film violence.

Abstracted by Eric S. Miller

Ruhly, Sharon Kay. The Communication of Culture Through Film. Ohio State U.

Two National Film Board of Canada films made by an Indian film crew about Indian cultures were compared with two NFB films about Indian cultures made by Anglo/French film crews. The study was based on visual content and structure and sound category sets which were developed to test their utility for studies of this type and to provide comparisons about the influence of the producers' cultures, the ability of the films to produce audience empathy with the culture portrayed, and the development of the ethos of the culture portrayed.

Results of the film comparisons and background information led to five conclusions about the films compared and one conclusion regarding the use of film in intercultural education. First, the Anglo/French films contain more visual and sound references to the stereotype of poverty. Second, the Indian films tend to support the stereotype of the "historic" Indian. Third, use of camera angle for Indian centers of interest is more favorable to Indian ethos in the Indian films than in the Anglo/French films. Fourth, aspects of ethos not directly covered by the comparisons are important to the use of the films in intercultural education and com-

munication. Fifth, the films made to date by the Indian film crew of the NFB are superior for purposes of intercultural education to those made by the Anglo/French film crew with which they were matched. Finally, films made by the culture portrayed should be used in the intercultural education of European Americans.

Schuth, Howard Wayne. The College Milieu in the American Fiction Film with Emphasis on the Work of Mike Nichols: A Study in Belief Systems. Ohio State U.

In this study, thirty important American fiction films involving college or university life were analyzed in terms of the value systems of the students as compared to the value systems of the college faculties, administrators and the institutions themselves. This study included three periods: 1903 to 1942 (primarily lighthearted comedies raising few serious issues); 1942-1966 (primarily "problem pictures" of a somewhat superficial nature); and 1966 to the present (films directly questioning value systems of American education). The study concentrated on the last period and examined the films of Mike Nichols in depth.

As a frame of reference, O. J. Harvey's four belief systems were employed. In order to identify and illustrate important patterns, a grid was constructed as an empirical frame for each film.

It was found that the dramatic conflict in the films occurs between people of differing belief systems; primarily administrators and teachers who, in O. J. Harvey's analysis, may be generally described as System-One (authoritarian and inflexible) and students who are System-Four (independent and flexible). The college is stereotyped as a negative institution. This study should help describe and illuminate popular attitudes towards the institution of higher education in America.

Comparing theatrical films on the university theme using Harvey's belief systems as a basis for analysis provides a useful starting point for further research into value systems and personality structures as reflected in American popular culture, and a pattern for film analysis using behavioral science methodologies.

Small, Edward S. Japanese Animated Film: A Study of Narrative, Intellectual Montage and Metamorphosis Structures for Semiotic Unit Sequencing. U. Iowa.

This study surveys the historical development of the Japanese animated film in order to examine certain structures for image sequencing. The value of this study is both historical and theoretical.

The basic source of data is a body of over one hundred films screened during seven months of research in Tokyo, Japan during 1970 and 1971. Special concentration is given to the work of one independent animator, Yoji Kuri and one NHK-TV animator, Sumio Gotoda.

The study defines a system of theoretical concepts to help focus the survey and facilitate the framing of questions regarding the nature of changing structures for image sequencing throughout the history of Japanese animated film. These concepts are: semiotic unit, intellectual montage, metamorphosis narrative structure, and metastructure. These concepts build upon the work of Dudley Andrew, Sergei Eisenstein, Norman McLaren, Gene Youngblood, and Robert Scholes and Robert Kellogg.

The study concludes that an increase in the use of intellectual montage and metamorphosis becomes prominent after 1960. The study culminates in detailed semiotic unit analyses of two post-1960 films, Kuri's *Heya* and Gotoda's *Tsumiki*, both examples of non-narrative, metamorphic metastructures. In these analyses, two levels of abstraction formulated by Heinz Werner are applied: perceptual grouping and categorial activity.

The study also examines the increasing international influences on Japanese animation discussed by Imamura, Mori, Renan, and Zanotto. The increase of intellectual montage/metamorphosis structures and metastructures is related both to these foreign influences and growing numbers of Japanese independent animators.

Smith, Wallace Arnold. A Description of the Organization, Production Process, and Production Environment of a Dramatic Television Series. U. Southern California.

The purpose of this study was to gain insight into the organization, production process, and social, artistic, and professional environment that surrounds the production of a one-hour dramatic television series. The problem of the study was to determine the organizational structure of Metro-Goldwyn-Mayer, Inc. and the National Broadcasting Company for the production of *Then Came Bronson;* the production process from the acceptance of the idea for *Bronson* through the broadcast of individual programs in the series; and the possible influence of the production environment on the programs in the *Bronson* series.

A review of the literature revealed that very little is known about the inter-relationships of institutions and persons involved in the production of television programs. The study of the *production* of television programs has been neglected because of the emphasis of audience research.

Twenty-one persons involved in the decision-making and production of *Bronson* were interviewed to determine their role in the production of the series, their description of the organization and production process for programs in the series, their employment history and the effect of *Bronson* on their careers, and their social and artistic philosophies. The data from the tape recorded interviews were not quantified; instead the report by each individual was analyzed in relationship to the report by every other individual.

The research revealed that *Bronson* was scheduled because of the personal and professional reputation, courage, and persistence of an MGM production executive and an NBC research executive. Authority in the *Bronson* organization existed on three levels: the network (the highest authority), the studio, and the production unit. The power and authority of persons involved in the production of *Bronson* rested on their professional reputation, personal courage, persistence, and position in the organization. Members of the production organization who did not have power exercised influence over the production by not cooperating or not performing their jobs at the highest level of their competence.

Springer, Donald M. An Examination of Selected Agricultural Programs Broadcast Over the National Television Networks in the United States from 1950 through 1970. Ohio U. (1971).

The purpose of this study was to examine a selected sample of national television network agricultural programming and the response to these programs as evidenced and recorded in print media and to observe how television at the national network level has fulfilled the surveillance and correlation functions ascribed to it by some mass media theorists in relation to agriculture.

Transcripts of eight viewed programs were obtained and a content analysis was performed on each program within a defined set of criteria to identify major topics discussed and major positions advocated.

Viewing the eight programs as a representative sample, it appeared that television at the national level had not fulfilled the surveillance and correlation functions in relation to agriculture for the entire period under study.

The programs which advocated positions with the greatest strength gained the largest quantity and intensity of response. The response may have been a reflection of existing concerns which were focused by the programs and brought to the attention of an already aroused public. The programs provided direction for concentrated, observable response which was not present prior to the broadcast.

Abstracted by ERIC S. MILLER

Stauffer, David D. Description and Analysis of the Historical Practices of the Independent Christian Church Religious Television Program Syndicators. Ohio U.

The purpose of this study were to record a brief overview of syndicated religious television programs in the United States; record the historical development of the Christian Television Mission and the Christian Evangelizer Association; describe and analyze the management policies of the Christian Television Mission and the Christian Evangelizer Association with regard to finances, programming, production, and program distribution; and attempt to identify some syndication practices which can increase the probability of success.

Direct personal interviews were conducted with leaders of both organizations in an attempt to discover management practices and subsequent success and failure. The interviews were composed of a standard set of questions administered to each leader. The degree of success was measured in terms of total income, number of stations carrying the program, cumulative audience reach, program ratings, number of viewer responses.

According to these criteria, the Christian Evangelizer Association is more successful than the Christian Television Mission. The study demonstrates that the Christian Evangelizer Association purchases time to air its programs whereas the Christian Television Mission televises on a sustaining basis. Also, the Christian Evangelizer Association has experienced growth while the Christian Television Mission appears to be in regression.

The study concludes that syndicator's management practices in the area of programming are not sufficiently audience oriented; ultimate management by one person is conducive to growth in religious television program syndication; the development of a synergistic relationship between the program, churches, religious groups

and individuals can increase the probability of a syndicator's success; syndicated religious programming is not sufficiently promoted; and television should be used by religious programmers to confer status on their organizations and to produce potential converts.

Abstracted by ERIC S. MILLER

Thompson, Jerome V. Public Television: Goals and Goal Achievement Assessment, 1972. U. Oregon.

The purpose of this study is to provide a broad overview of the stated goals and the methods of goal achievement assessment of Public Television.

Two mail questionnaires were developed—one for the five major organizations interested in the development of Public Television (NAEB, Ford Foundation, HEW, CPB, and PBS) and one for the 215 individual Public Television stations. The major organizations were asked what their stated goals for Public Television were, how they measured to see if their goals were being met, and what changes were envisioned in the future for their goals and their system of goal achievement assessment. Stations were asked what their stated goals were, who determined those goals, how goal achievement assessment was carried out, who determined whether or not goals were being met, and what changes were envisioned in the future for the stated goals and the system of goal achievement assessment. Final questionnaire return rate for stations was 73% and for major organizations 100%.

It is clear from the study that few Public Television stations have clearly developed, stated goals. Also, there are no clearly defined and carefully controlled methods of assessment of achievement of goals, even in those stations which have stated purposes and goals.

The major organizations have stated goals for Public Television which are very general and broad and reflect what they feel Public Television should be and what it should do. No major organization indicated use of a system of evaluation to determine if goals were being met.

Tunstate, James Lester. Romantic Images in Popular Songs, 1950-1959. Northwestern U.

The 1950's saw the end of the Tin Pan Alley tradition in popular music and the beginning of commercial "rock 'n' roll," with both styles primarily concerned with love and sex. Critics have viewed these songs as poetry, "dirty postcards," educational models, etc., yet detailed analysis of content has been generally neglected.

This study draws common images and composite male and female profiles from love songs listed among the *Cash Box* ten best-selling records of each year from 1950 through 1959. The end result could be considered a compilation of data bits transmitted and reinforced in mass media particularly radio and recordings.

Seven fundamental images were developed: female as Jezebel, male or female lover as unloved, male or female as love hunter, and male or female as love slave. Corollary images were male as love martyr and female as love victim. According to the songs "true love" is a game for gods or fate to initiate and for youngsters to play when given their one chance. Every youth has only one suitable, possibly destined, mate or co-player. The love game rules, however, are inadequate to distinguish a temporary setback from the response of a bogus lover, a "Jezebel." The study presents lengthy profiles of the archetypal male and female.

Content seemed to change very little despite variables of time, producers, and styles. Clues point to the increasing youthfulness of the principals after the mid-1950's. Analogies were drawn with other broadcast content such as soap operas.

Zivanovic, Milan. United Nations Broadcasting: Its Origin, Principles, and Implementation. U. Wisconsin.

This study examined United Nations' broadcasting its origins, guiding principles, controls, structure and operations. Documents of the League of Nations and the United Nations were studied, interviews were conducted with UN personnel and broadcasting operations were observed.

League broadcasting, Radio Nations, developed in a Press Information Section, experienced severe budgetary limitations, and a definition of propaganda which prevented the promotion of the organizations. In forming its own system, UN broadcasting planners studied the operations and procedures of Radio Nations and adopted several recommendations suggested by a former head of League information.

Similarities to the League as UN broadcasting developed included the use of rented transmitters, short-wave broadcasting, and programming which consisted largely of news and broadcasts of proceedings. The most striking similarities are the primacy of cooperation with Member media and the controversial nature of broadcasting as reflected in budgetary scrutiny.

A significant departure from the League was increased utilization of broadcasting. UN definition of propaganda allowed promotion of UN principles and activities permitting greater latitude in program content.

The guiding principles form the basis for all UN broadcasting activities: delineating its organization; vesting ultimate authority in the Membership, primarily the General Assembly; assigning the Secretary-General power to formulate and execute policy; emphasizing assistance to Member media with origination of programs as supplemental. These guidelines provide an impetus for UN broadcasting absent from that of the League and enable it to provide information about the UN to the world.

Public Address

Aho, Gerhard. The Preaching of F. G. Hedberg. U. Illinois.

The purpose of this study was to examine the preaching of Fredrik Gabriel Hedberg (1811-1893), a prominent figure in the Lutheran Church of Finland. The concern was to articulate Hedberg's theory of preaching and to determine his modes of persuasion and their effect upon the hearers.

The primary sources were 95 handwritten sermons and sermon outlines, selected on the basis of carefully determined guidelines from the 450 Finnish manuscripts in the Hedberg sermon file in the Helsinki University library. Additional sources were gathered by the writer on a trip to the main places where Hedberg preached.

The sermons were analyzed as to substance and form, particular attention being given to relationships between ideas and their expression. Secondary sources, such as biographies and histories, were helpful in understanding how thought and language interacted with preacher, occasion, and audience to produce results.

Hedberg's preaching induced and deepened commitment. His credibility, in terms of how his hearers saw him, facilitated the reception of his sermons. The hearers' acceptance of his views, as well as Hedberg's conception of preaching as a proclamatory and pastoral function, caused Finnish preaching to become less moralistic and judgmental. Hedberg's theory of preaching was shown to be a viable one, the arguments, appeals, and devices in his sermons suggesting modes of persuasion for effective preaching today.

Anderson, Deyrol E. The Massachusetts Election Sermons: A Critical Analysis of a Social and Polemic Phenomenon. U. Denver.

This study investigates the content and traces the chronology of the Massachusetts Election Sermon. Delivered annually in Boston between 1634 and 1884, the election address constitutes one of the oldest traditions in American rhetoric and is perhaps the most consistent and influential speech occasion of early America. These sermons evidence the close bond that existed between church and state prior to the American Revolution. Further, they evidence the clerical attitudes toward personal freedom, religious toleration, and local political control which can be traced through the sermons from the earliest colonial days to and beyond the Revolutionary period.

The election sermons are to be considered as polemic discourses rather than as homiletic transactions. They played a significant role in the development of the American republic. Religious leaders felt it was within their personal power to discuss the form they believed governments should assume. They freely proscribed the rights and responsibilities of civil authorities, identified qualifications necessary for holding public office, and defined the rights, privileges, and obligations of the governed.

The election preacher did not activate the forces that led to Revolution, but he helped plant the seeds from which Revolution grew: That all men are born equal, that no man is by nature inferior to any other, that mutual consent among a people determines the rights of government and that, according to natural law, a people have certain inalienable rights which should never be challenged. The speeches provided a religious justification for a secular cause.

Bennett, H. Douglas. A Rhetorical Study of the Preaching Characteristics of Clovis Gillham Chappell. Bowling Green State U.

Employing the historical-critical method of research, forty sermons from Chappell's published books spanning a period of forty-four years were randomly selected and analyzed for characteristics in his preaching.

Historical background for an analysis of Chappell's preaching takes into consideration those influences which contribute to his preaching practice. An exposition of his rhetorical and homiletical theory provides evidence that he regarded preaching as the most vital work of a minister.

His use of the canon of invention shows

the Bible and human experiences to be his chief non-artistic sources of proof. He also maintains strong ethical, logical, and emotional proof.

Logical, simple, and psychological best describe his organization. Carefully placed transitions and signal expressions separate ideas and divisions, enhancing unity, clarity, and understanding. Generally brief but poignant introductions and conclusions make the sermons interesting and complete.

The style of Chappell is found to be varied and appealing. Through the use of imagination, dialogue, questions, figures of speech, present tense, active voice, and parallelism, he adds force and vividness to his sermons. By avoiding compositional excesses, he produces a lean and lucid style.

In delivery, Dr. Chappell is reserved with movement and gestures, possessing a voice with wide pitch range, a southern accent with some problems in articulation and enunciation, and a pattern of intensity and pitch which creates monotony.

Bittner, John R. Communication Efforts of the Indiana State Police Public Information Division: A Study of Police Image. Purdue U.

The purpose of this study was to examine the communication efforts of the Public Information Division of the Indiana State Police and its attempt, by these efforts, to upgrade police image. The analysis includes an examination of the history and early image of the Indiana State Police based on State Police documents and interviews with retired and active members of the force.

The study also examines the Public Information Officers' perceptions of the image of the Indiana State Police, looks at different approaches used in addressing different types of audiences and how this affects image. Also examined is the image covered by four speeches delivered by State Police Public Information Officers.

The study tests experimentally whether an audience exposed to a speech delivered by an Indiana State Police Public Information Officer will significantly change its perceptions of police image and become more discerning in its perceptions of policemen.

Boyd, Stephen D. The Campaign Speaking of Frank Clement in the 1954 Democratic Primary: Field Study and Rhetorical Analysis. U. Illinois.

The purpose of this study was to analyze rhetorically the campaign speaking of Frank Clement in the 1954 Democratic primary.

Field study in the form of interviews with Clement's family, Tennessee politicians, and speech writers was integral to the study. Traditional documentary research was used in examining Governor Clement's Papers in the Tennessee State Library and Archives and reading newspaper accounts of the campaign.

Rhetorical analysis of Clement's campaign speaking involved two methods. The first was a thematic analysis based on Ernest Wrage's emphasis on studying speeches for the ideas they contain in order to see what prevailing notions of a group they reflect. The second method, incorporating Kenneth Burke's key term identification, was a detailed analysis of Clement's persuasive effect.

The reasons Clement's speaking was an important part of the 1954 primary victory were: Clement was well-trained in speaking due to the instruction of Mrs. Joe B. Weems; was an expert at speaking extemporaneously; identified with his audience in almost every speech by his choice of materials, choice of language, and his love of speaking; possessed physical characteristics which appealed to people; was sincere; and discussed themes related to value-systems of the people of Tennessee.

Brammer, Clarence L. Thomas J. Walsh: Spokesman for Montana. U. Missouri.

The purpose of this study was to determine the sources of Thomas J. Walsh's rhetorical strength. The focus was on three types of speaking: campaign speeches, selected Senate speeches, and the Teapot Dome investigation.

The texts of his speeches used were from the *Congressional Record* or his manuscripts in the Library of Congress. The same collection contains thousands of letters and newspaper clippings which were explored.

For twenty years, 1913-1933, Senator Walsh was a defender of the Constitution, a champion of the common man, a critic of corporate political control, an effective investigator of official malfeasance.

Walsh lacked charisma. He was a poor mixer, did not drink, smoke or tell amusing stories. His weaknesses which kept him from being popular were compensated for by qualities that gained him respect. His honesty, courage, and ability appealed to his constituents.

Walsh's Senate addresses on national issues, taken collectively, formed a clear exposition of American progressive politics. The rhetorical power in these speeches is primarily the power of extensive documentation and cogent argumentation.

Walsh was particularly effective in Senate

investigations requiring the skillful cross-examination of witnesses. He will probably be remembered best as the voice against political corruption in the 1920's.

The sources of Walsh's strength as a speaker were knowledgeability and moral character. Thoroughness in preparation and a wealth of facts logically presented marked his major speeches. These positive attributes made him an effective and influential speaker who can be compared favorably with capable orators of his period.

Breitlow, John R. Rhetorical Fantasy at the Virginia Convention of 1788. U. Minnesota.

The study applies the critical concepts "rhetorical fantasy" and "rhetorical vision" to the Virginia constitutional debates. "Rhetorical fantasies" are axiologically symbolic dramatizations which influence listeners to accept these dramatizations as reality and behave accordingly. "Rhetorical visions" are amplified, enduring fantasy themes shared by large groups in a culturally definitive manner.

The study provides dimensions, characteristics, and sequential operation of rhetorical fantasy; historical, biographical and rhetorical background for the constitutional debates; and a chronological summary of the Virginia debates. Excerpts from speeches illustrate the rhetorical vision of the Federalists, the rhetorical fantasies of the Antifederalists, and the interaction of the protagonists. Nine speeches are analyzed for manifest content, effects, and three countermeasure applications: "Discursive Countermeasures," "Direct Counterfantasy," and "Subversive Counterfantasy."

The study concludes that rhetorical fantasy appears to account for the significant achievements made by the Antifederalists in the first half of the Convention, major changes in parliamentary strategy and rhetorical tactics—a shift from reliance on reasoned discourse to fantasizing—made by the Federalists in the latter part of the Convention, and the sudden, last-minute, and decisive capitulation of the Antifederalist leader Patrick Henry. The study confirms the utility of recognizing the characteristics of rhetorical fantasy but neither verifies nor disproves the sequential operation of the phases of rhetorical fantasy.

Burkhart, J. Paul II. Rhetorical Functions and Possibilities of the Parables of Jesus. Pennsylvania State U.

The purpose of this study was to discover the rhetorical functions and potentialities of the parables of Jesus. Primary sources were fifteen parables as received in the Revised Standard Version of the New Testament, isolated by a strict definition of "parable." These fifteen parables were subjected to *ad hoc* literary-rhetorical analysis based upon Lloyd Bitzer's concept of the "rhetorical situation." In addition, certain "standard" questions about form, style and functions of supporting material were explored.

It was found that the parables studied arose in response to two basic types of rhetorical situations, instruction and challenge, resulting in two functions, instruction and persuasion. Instructional parables, addressed to Jesus' disciples and crowds, arose from rhetorical situations which allowed, but did not force, Jesus to use the parable form with situational "constraints" operating as "opportunities." The persuasive parables, addressed to Jesus' opponents, arose in situations which all but dictated their use, with situational "constraints" operating as "limiting factors" circumscribing Jesus' choice of strategies. Further, in some of the persuasive situations, immediate auditors (opponents) were forced to be judges of the actions in the tales prior to their application. Such use of these parables constituted a strategy of entrapment of opponents.

Analysis of formal rhetorical properties of the parables yielded information concerning how and why the parables worked well or ill in their given rhetorical situations. One major finding was that rhetorical function of the parables is possible only if certain "keys" are present or applied to "qualify" metaphorical meaning.

Chapel, Gage William. Christian Science and the Rhetoric of Argumentative Synthesis. U. Southern California.

This study answered the question: How did the rhetoric of Mary Baker Eddy function to promote the widespread acceptance of Christian Science between 1875 and 1910? Christian Science was conceptualized as an "argumentative synthesis," that is, a coherent doctrine dialectically derived from rival religious, scientific, and social views.

Argumentative synthesis is persuasive because its ideas are attractive to people caught between the appeal of opposing arguments; an audience is given a new option not previously apparent in the controversy rather than a compromise that really satisfies neither side.

Mrs. Eddy's method and manner of communicating were consistent with her doctrine. As she

employed apparently disparate ideas in her synthesis so she employed differing forms of argument and appeal to communicate her message. She used two basically different types of argument: pragmatic and empirically oriented arguments and deductions based on *a priori* assumptions. The pragmatic and empirically oriented arguments were consonant with the scientific aspects of her synthesis. The deductions were characteristic of the religious and idealistic aspects of her doctrine. As Mrs. Eddy posited a synthesis of science and Christianity, so her style partook of both scientific and Christian words, phrases, images, allusions, and quotations. As Mrs. Eddy argued that women should express both masculine and feminine characteristics, so she employed both masculine and feminine words, phrases, and images in her writings. Mrs. Eddy's means of communication grew out of the nature of her message.

Cianci, William Howe. Carl McIntire: A Study of His Philosophy and Use of the Mass Media. Ohio State U.

This study focuses upon the exploitation of the mass media by Carl McIntire who views the press, and especially broadcasting, as divinely-given instruments to promote his sectarian purpose of preaching the true Gospel.

McIntire conceives of himself as a missionary spreading the "truth"—found in the literal interpretation of the Bible—and fighting the forces of evil which he identifies as international, atheistic communism—the Anti-Christ—coming to destroy historical Christianity.

The mass media are to McIntire instruments by which he can disseminate his message. His liberation view of the nature and function of the media in society sanctions his use of the media to further his private interests by stressing the right and necessity of the owner or operator to be free from any operating restraints.

This belief, however, conflicts with the prevailing social responsibility view manifested by the Federal Communications Commission which holds that the media's freedom incurs a corollary responsibility to operate in the public interest. McIntire's private operation of the media has brought him into sharp conflict with the FCC.

McIntire's philosophy and use of the media represents the re-emergence of the advocacy press as seen in his private use of it as an extension of his ministry. They also indicate the resurgence of the minority or specialized media as a response to the need of minority voices to express beliefs and participate in decision-making on issues affecting their lives, a condition denied them by an impersonal federal bureaucracy and the inaccessibility of the national mass media.

Cooper, Stephen. A Rhetorical Assessment of Lyndon Johnson's Presidential Press Conferences. Louisiana State U.

The purposes of this study were to apply standards of rhetorical analysis and criticism to the presidential press conference as an oral communication situation, and more specifically, to examine Lyndon Johnson's effectiveness in his official, presidential news conferences.

President Johnson experimented with a variety of formats but preferred informal, impromptu meetings with reporters in his office. His goals were to explain, publicize, promote, and defend his administration. Further, he wanted to improve his image, control the press conference, and regulate what corespondents reported.

President Johnson usually used introductory statements. Many of these were newsworthy, some dramatic, and others so long, redundant, and obviously promotional that they were probably ineffective.

President Johnson used a variety of techniques to control and fence with the press. He anticipated questions, interrupted and instructed reporters, demanded sources, attacked questions, and used sarcasm and humor. Johnson employed the devices of backgrounding, repeating, amplifying, exhausting, generalizing, arguing, and apealing to discuss issues in his replies. To avoid answering questions, he used a variety of tactics including refusing to answer, referring questions, and circumventing specific ideas. In general he probably avoided inquiry so extensively that his general effectiveness was disminished.

While Johnson achieved a degree of success in acomplishing his own aims, especially publicity, he was probably too often unresponsive to questioning to permit optimum use of the press conference as a vehicle of communication with the press and the public.

Cragan, John Francis. The Cold War Rhetorical Vision, 1946-1972. U. Minnesota.

The purpose of this study was to make a rhetorical criticism of the foreign policy discussion in the United States from 1946 to 1972 with a focus on the "Cold War." The study determines the rhetorical origins of the Cold War; describes the original Cold War rhetorical vision; and examines the meanings, emotions, and motives of the Cold War rhetoric in an

effort to provide understanding of American foreign policy from 1946 to 1972. The critical approach of the study was one which viewed the Cold War phenomenon as a rhetorical vision.

The origins of the Cold War rhetoric were found in the hot rhetoric of World War II and three major, if transitory, rhetorical visions that emerged as the monolithic rhetoric of the hot war gave way to post-war pressures. The three transitory visions were characterized as "One World," "Power Politics," and "Red Fascism."

The study indicates that the rhetoric of the Cold War portrayed a drama in which America was in a war with Russia for the hearts and minds of men. It was a struggle between good and evil that was fought between the borders of appeasement and an all-out shooting war.

The meanings, emotions, and motives that are embedded in the Cold War rhetorical vision were analyzed under these labels: the "Dramatic Situation," the "Missionary American," the "Atomic American," the "Competitive American," the "Aggressive Communist," the "Atomic Communist," the "Conspirator Communist," and the "Dramatic Scenario."

Chesebro, James W. The Radical Revolutionary in America: Analysis of a Rhetorical Movement, 1960-1972. U. Minnesota.

As a critical-historical study, this analysis identifies the genre of symbolic actions which define the counter culture and its revolutionary component, the five types of radical revolutionaries which persistently challenge the established social culture, and the ways in which radical revolutionaries can be said to function as a unified, successful and complex rhetorical movement.

In Part I, the counter culture and its revolutionary component are defined intrinsically and extrinsically. The intrinsic characteristics of the counter culture are defined historically. The extrinsic characteristics are defined by comparing the ideological components of the counter culture and establishment.

In Part II, the study focuses upon only one group within the counter culture, the *militants*. The diverse attitudes among militants are examined and five types of militants (political revolutionary, cultural revolutionary, urban guerrilla, political anarchist, and superstar) are distinguished by their definition of revolution, rhetorical problems, strategies to overcome those problems, and relative success in achieving their objectives.

In Part III, the study examines the ways in which radical revolutionaries can be said to function as a unified rhetorical movement, assesses the relative success of the movement, and provides a set of hypotheses which might be examined in future studies.

Dawes, De Ann O. The Rhetoric of Charles de Gaulle During the Fifth Republic. U. Illinois.

This study presented to the English speaking public from a French perspective, Charles de Gaulle, the man, his ideas and the oratory he employed to put his ideas into effect as the leader of France in times of crises. It traces his development from his childhood concept of himself as the future leader of France, through his organization of the Free French Movement, 1940-46, to his presidency of the Fifth Republic, 1958-69. His leadership through oratory liberated Algeria, provided a new French constitution, and established France as an independent unit within the Common Market as the third power between the Soviet Union and the United States.

Texts of his speeches were analyzed, with emphasis on the television orations of the Fifth Republic. They represented brief exhortations to support him and his policies. The overall syllogism characterized his speeches. De Gaulle solved past crises. A new crisis exists. Thus, de Gaulle's solution to the present crisis should be accepted. Through selection of historical events to establish his ethos, he identified himself and his policies with the greatness of France.

His classical style reflected French pride in their language and Buffon's statement that style is the man. His figures of speech and choice of *le mot juste* lent color, rhythm, and balance to his addresses. His speeches, personally composed and memorized, appeared conversational in delivery.

The greatness of the man and his oratory in crises was amply documented in his writings and speeches, and through personal interviews in France, news reports, and books of the period.

Elliott, Elbert E. The Rhetoric of Spiro T. Agnew: A Study in Political Controversy. Southern Illinois U.

The purpose of this study was to discover how and why (the probable causes) Spiro T. Agnew became one of the most controversial political figures in the United States during the years 1969 and 1970 by an examination of such public information as selected Agnew speeches, inter-

views, articles, books, and other responses relavant to the Agnew phenomenon.

The study concluded that the nation was polarized before Agnew arrived on the scene and that Agnew was easily absorbed into the total picture.

The chief objection in this study to Agnew's speaking was not his generalizations or his personal attacks upon other politicians. Rather, it was the gutter level to which he subjected the office of Vice President of the United States.

This study also concluded that Agnew correctly analyzed his national audience. The study showed that one of the paramount questions in the minds of many Americans in 1969 and 1970 was "What can keep this country from going to the dogs?" Throughout his speeches Agnew answered this unspoken question by advocating return to a traditional life style with parental authority, hard work, and law and order. Another conclusion was that Agnew may have been, for many, a prototype of the father authority which gave to some people a sense of security for the future, to others a feeling of fear, and to others a feeling of anger.

Elser, Eugene C. Charismatic Communication: A Critical Analysis of the Rhetorical Behaviors of George Fox, Founder of the Society of Friends. Ohio State U.

The primary purpose of this thesis was to determine how George Fox transformed his intuitive knowledge into a charismatic movement. To accomplish this purpose the historical-critical method of research was employed. As a part of the methodology, a heuristic paradigm of charismatic communication was synthesized from selected concepts in sociology, prophetic and mystical religion, existential philosophy, and rhetorical theory. In particular two authors, Max Weber and Soren Kierkegaard, were most frequently cited.

With this model as a basis for the investigation of Fox's rhetorical behaviors, a number of conclusions emerged. The success of Fox as a communicator was largely the result of his audience's readiness for his message. The times were abnormal. Deprived and frustrated, people began to search for and summon new authorities, new faiths, and new leaders. When Fox began preaching, his rhetorical objective was to revive New Testament Christianity in the seventeenth century. In order to accomplish this it was necessary for him to proclaim directly his doctrine to those who did not know it. He also had to dispel the illusion of those who knew the truth objectively but not subjectively. Lastly, it involved the use of edifying discourse through which subjectivity once experienced might be enhanced. Although Fox manifested rhetorical skill, his authority as a leader was still limited until his charismatic image equalled and even superseded his natural abilities as a communicator. People observed Fox, they listened, then they proclaimed his fame, and eventually followed him with a divine devotion.

Estes, Susan J. The Rhetoric of Representative Black Spokesmen for Violence from 1963 through 1969. U. Missouri.

The purpose of this study was to examine the expressed values, attitudes, and beliefs of Malcolm X, Stokely Carmichael, Eldridge Cleaver, Huey P. Newton, and Bobby Seale to determine if they were consistent with beliefs, attitudes, and values in other American rhetoric of violence. The author developed a methodology for rhetorical criticism by modifying concepts found in Rokeach's *Beliefs, Attitudes, and Values: A Theory of Organization and Change*. Further, the author examined the vocabulary and nonverbal symbols used by the five spokesmen.

The study drew the following conclusions. First, the basic values expressed by the five representative spokesmen (liberty is worth the sacrifice of life, and violence must be used to gain liberty) were very much within the rhetorical tradition of American spokesmen. Second, the five spokesmen's call for violence was based on the attitudes that the American dream is a nightmare to blacks, that blacks must have freedom, that whites will include blacks in the American dream only if the whites are forced to through the violence of blacks, and that blacks may use violence for their welfare just as whites do. Third, the beliefs of the five spokesmen were derived from direct experiences, group memberships, the American culture, and Marxist and Third-World ideology. Fourth, during the 1960s the black speakers became more independent of traditional white American attitudes and beliefs. Fifth, the five spokesmen used the vocabulary, the delivery, and the dress of the black-ghetto culture.

Feezel, Jerry D. The Effect of Verbal Qualification of Argument Reasons Upon Acceptance of the Derived Claim. U. Wisconsin (1971).

Previous studies of language have indicated that various qualifier words (e.g., I know that, probably) attached to statements represent differing degrees of belief in the statements. No previous research has compared such qualified

and unqualified reason statements in arguments to determine how they affect receiver acceptance of argument conclusions.

The variables studied were nine qualifiers representing three degrees of probability and three forms of wording (e.g., certainly, it is certain I know) placed on argument reasons in three locations (data, warrant, or both). Hypotheses and questions focused on qualifier degree, interaction of degree and form, interaction of degree and location, and unqualified reasons for effects upon receiver responses.

Eleventh-grade students responded to all possible pairs of the nine qualifiers and no qualifier on reasons of two contradictory arguments by marking the stronger conclusion on an eight-point scale. The responses were examined in a $3 \times 3 \times 3$ Analysis of Variance and an ANOVA for paired comparisons.

The major conclusions were as follows: 1) Certainty degree words effected stronger conclusions than the other qualifiers but unqualified statements are as strong as certainty statements. 2) Word forms interact with degrees such that personal thought forms tend to be the stronger. 3) "Probably" has an ambiguous meaning between likely and possible degrees. 4) Results for qualifiers in arguments are different from when the qualifiers are viewed in isolation. 5) There are individual variations and inconsistencies of response by many students who tend to be less intelligent and less able readers.

Feld, Thomas R. A Comparative Study of the Suffrage Phase and the Women's Liberation Phase of the Woman's Movement: A Case Study of Rhetorical Adaptation. Purdue U.

In the most general sense, this study attempted to account for the effects of temporal change on persuasive efforts. Through an analysis of the suffrage phase and the women's liberation phase of the woman's movement, the study attempted to determine, explain, and evaluate the ways in which a single persuasive goal is rhetorically manifested in the face of temporal change. The study included an examination of eighteen pamphlets, nine from each phase of the movement, that were primarily intended to justify the importance of a woman's movement or to refute the opponents of a woman's movement.

The study pointed out that, contrary to popular opinion, the suffrage phase of the woman's movement was, for the most part, a failure. What minor success was achieved in the suffrage phase, however, was primarily due to the suffragists' ability to adapt to the rhetorical situation which confronted them.

The contemporary phase of the woman's movement, the woman's liberation movement, was also judged to be failing. The inability of women's liberationists to unify, to show concrete, positive results stemming from the movement, to avoid extreme attacks on basic societal institutions, and to ally themselves with other popular causes, will ultimately make the contemporary phase a failure.

While the suffragists adapted to the situation by succumbing to sexual defeatism in their acceptance of the domestic myth, contemporary feminists fail to display any adaptability to the exterior forces they face and, instead, concentrate on attacking institutions which they cannot realistically hope to change.

Gardner, Greg H. Invention in the "One World" Addresses of Wendell Lewis Willkie. Bowling Green State U.

The purpose of this study was to investigate invention in the "One World" addresses of Wendell Lewis Willkie. Selected for analysis were twenty-four addresses on the issue of internationalism delivered by Willkie between the years 1940-1944. The methodology utilized throughout the study was Aristotelian.

The conclusions found by this study were: 1) Wendell Willkie possessed an extensive speech background and was particularly well trained in debate. 2) The Willkie addresses were concentrated on the specific themes of military, political and economic internationalism. 3) Willkie's speeches were traditionally Aristotelian in design as he used ethical, emotional, and logical proofs as his forms of persuasion. 4) Willkie used ethical proof sparingly throughout the addresses although the appeal was used, to some degree, in every address. 5) Willkie significantly used some emotional proof in all addresses as he appealed to pride in country, humanitarianism, and hope. 6) Willkie predominantly used logical proof in his addresses as he constantly used the refutative and demonstrative enthymemes. 7) Willkie was a proficient speaker and statesman whose speeches were balanced with all elements of the inventive process.

Garvin, Karen J. Billy Graham in 1967: A Further Study of Adaptation to Audiences. U. Minnesota.

Expanding on a 1964 M.A. thesis, this study was an examination of the Billy Graham speeches which comprised his 1967 Winnipeg and

Kansas City crusades for examples of strategies by which a speaker can adapt messages to audiences. Differences in subject-audience relationships, achieved by variations in topic, mode and intensity of appeal to audience motivation, were reflected in Graham's Winnipeg and Kansas City campaigns. Differences in speaker-audience relationship were achieved by demonstration of speaker attributes which credited his authority and by revelation of attitudes indicating familiarity in the relationships. Results revealed a prophetically-distanced relationship with the television audience, a decreasingly-distanced position with the people of Winnipeg, and a close alliance with the Kansas City audience. Further evidence of adaptation was found in addresses to special audiences at Youth Night crusade meetings and ministerial gatherings where the speaker selected purpose, topic, argumentative form and appeal appropriate to special audience concerns and attitudes. Location of these differences suggest that a speaker who has analyzed his audience's probable predispositions can adapt his message by defining subject-audience relationship through selection of purpose, topic, argumentative form and content, and appeal to audience motivation and by defining the speaker-audience relationship through the use of evidence crediting speaker authority and through revelation of attitudes suggesting degree of familiarity. Coordination of subject-audience and speaker-audience relationship according to principles derived from persuasion theory should further enhance the probability of success.

Gephart, Jerry Charles and Michael Alan Siegel. A Study in Persuasion. The Arab and Israeli Propaganda Campaigns in America. U. Utah.

The purpose of this study was to analyze the messages created by Arab and Israeli propaganda strategists which have then been disseminated to the American audience. Messages presented in various forms and communicated between June 11, 1967 and January 31, 1972, were studied from the perspective of rhetorical and communication theory. Of primary concern was the role of these messages in the propaganda campaigns directed by these international antagonists.

Research supports the following tentative conclusions: The campaigns do not possess as many differences as anticipated. The campaigns were not so divergent as to be the predominant factor in the consistent pro-Israeli attitude of Americans. Israeli messages, in contrast to Arab messages, were more consistent with the rhetorical characteristics of the American people. Arab rhetoric appears to have been modified in recent years to conform with the cultural traits of the American people. The Arab campaign was ineffective in changing the attitudes of the American populace. The Israeli campaign could not be cited with confidence as being responsible for pro-Israeli support in America—cultural ties and past Jewish persecution may have had greater impact. Possibly propaganda efforts from either side have been less of a factor in changing American attitudes on the Middle East than previously thought.

Gilsdorf, William Otto. Political Communication in New Hampshire: A Case Study in Organized Political Persuasion. U. Michigan.

This paper examined the 1968 political campaign of Vincent Dunn for the Democratic Gubernatorial nomination in New Hampshire as an example of organizational persuasive communication. The campaign was analyzed in terms of context, receiver, communications setting, source elements, basic tactics, and specific communication strategies. The perspective of communication source was highlighted through discussion of the development of campaign organization, the candidate's role, the decision-making process, the performance of communication functions, and the development of basic tactics. Messages were analyzed for the specific communication strategies of attention, comprehension, and acceptance. The study did not examine the effect upon the receiver.

Primary source material included the author's daily observation of the campaign, the resulting journal, access to all files and materials, collection of written and audio-taped copies of communication output, and post-election interviews with most principals.

Primary campaign source elements were the candidate, his organization, and the advertising agency. The campaign organization was a temporary organization, with its attendant pressures and more loosely defined roles. Analyzed in terms of Wallace Fotheringham's thirteen communication functions, all but three were performed adequately. There was little effort to systematically collect and interpret feedback. The candidate played a minimal role through most functions.

Major tactical concerns were separating the candidate from a large field and making Dunn known to a neutral voter/receiver. Specific communication strategies of attention and acceptance of source were emphasized. The dynamism

dimension of source was almost exclusively stressed.

Graves, Michael P. The Rhetoric of the Inward Light: An Examination of Extant Sermons Delivered by Early Quakers, 1671-1700. U. Southern California.

Seventy-three Quaker sermons survived the period 1671-1700 and were examined in this study. The following questions were explored: What were the intellectual, religious, socio-political, rhetorical and homiletic currents surrounding early Quakerisms? What philosophical presuppositions underlay Quaker sermons? What were the salient characteristics of Quaker sermons from 1671-1700? In what ways was the sermon rhetoric of early Quakers similar to or different from that of Anglicans and Puritans?

Late seventeenth century England saw significant intellectual, religious, social, and political changes. Early Quakers saw man as degenerate, requiring personal salvation through Christ, the "Inward Light," and ultimately perfectable. They viewed themselves as separated from the mainstream of society. Quakers valued Scripture, group consensus, and reason as appropriate means of testing knowledge.

Quaker sermons were intended to lead people to the Inward Light, to instruct, and to defend doctrines. Surviving sermons were multithematic, treating theological themes, behavioral guidance, and attitudes toward society. Quaker sermons reaffirmed the hearer's faith primarily through archetypal metaphors. Most prominent were light-dark, guiding voice, seed, hunger-thirst, and pilgrimage metaphors. The sermons were also characterized by the "catechetical" style, which used rhetorical questions, dialogues, and queries, the extensive use of spatial terms, appeals to the hearer's guilt and God's mercy, and use of ethical appeals.

Quakers differed from Anglicans and Puritans on the proper education and role of ministers, the place of preaching in church life, the doctrines presented, the rhetorical strategies employed and the method of sermon delivery.

Hammond, Bruce R. Confrontation Rhetoric: A Study of the Rhetoric of the Radical Student Left. State U. New York at Buffalo.

This was a study of the rhetorical implications and dimensions of campus confrontation and the rhetorical elements common to the nationwide radical left movement. Emphasis was placed upon defining and identifying strategies employed in confrontation. The campus confrontation at the State University of New York at Buffalo in the spring of 1970 was examined as a specific rhetorical event in the broader movement.

The analytic model created for this study focused on the rhetorical dimensions of symbolic action rather than specific verbal content of messages; and the rhetorical dimensions of situation. It was based on the assumption that confrontation can be viewed as drama and that a rhetorical analysis of this act is an investigation of how closely the drama approximates the ideal comedic form; how much it encourages the audience to identify with the innocent victim.

The case study analysis of the confrontation at Buffalo, as well as the review of the confrontations at Berkeley, San Francisco State, and Columbia, seemed to lend credence to the notion that persuasion and comedy go hand in hand. That is, persuasion in confrontation occurred to the extent that comedy was generated. But the study also indicated that comedy is difficult to sustain and that unless the establishment forces over-reacted to the point of punishing innocents, the comedy, and thus the persuasion of the audience, diminished. The radicals did not seem to understand this. Each time they permitted the violence to decrease they lost popular support and establishment forces gained control of the situation.

Hansen, William A. John Wesley and the Rhetoric of Reform. U. Oregon.

This study is designed to discover how John Wesley reacted to his world of ecclesiastical, political, economic and social change, as revealed in his public writings, and to discover the influence of his pamphlet rhetoric as a shaping agent in eighteenth-century human affairs.

Chapter II, on Wesley's audiences, includes his Methodism, a well-organized, highly polarized network of small groups. The religious and secular issues that Wesley confronted are described in historical order. Chapter III, on religious controversy, treats the validity of Wesley's doctrines and the prudence of his manner of preaching his doctrines, the controversy over the separation of Methodism from the Church of England, the incursions of Calvinism and antinomianism into Methodism, and the issue of Roman Catholic suffrage. Chapter IV, on secular controversy, includes Wesley's views on economic ills, political vices, the abomination of war, the American War of Independence and the abolition of the slave trade.

Chapter V concludes that Wesley's rhetorical

patterns derive from his formal training in disputation at Oxford, from his exposure to the logic of Henry Aldrich and the logical method of Robert Sanderson, and from his study of Aristotelian rhetoric. Wesley's own writings stress not only invention and arrangement, but style, memory and delivery as well.

The study concludes that although Wesley's opponents often disagreed with his assumptions they could not escape his direct pleas for honesty and morality in conditions immediately improvable by righteous acts.

Hartsell, Robert L. A Critical Analysis of Selected Southern Baptist Convention Presidential Addresses, 1950-1970. Louisiana State U. (1971).

The purpose of this study was to determine the nature and values of the addresses and the extent to which the presidents utilized their rhetorical opportunities. Subsidiary concerns involved speaker aims and strategies, methods of development, forms of proof, patterns of organization, and address themes.

Historical data were examined to provide brief histories of the convention and the presidential address, and treatments of the nature of the convention, the presidency, and the relationship of the president to the convention. Biographical sketches of the 1950-1970 presidents were also included. Responses to the addresses were sought in selected Baptist state newspapers, convention programs, and convention resolutions.

Textual analysis utilized a synthesis of Aristotelian and modified Burkian concepts. Traditional concerns such as organization, style, and delivery were treated in a preliminary chapter, but the primary focus was upon the five major issues which dominated the addresses and the speakers' achievement of meaning-identification-belief. The issues were local church autonomy, ecumenicity, theological controversy, racial relationships, and social applications of the gospel. The presidents sought to influence convention attitudes, beliefs, or actions. Press reports and convention proceedings revealed that they usually were successful.

The addresses were determined to be issue-centered institutional rhetoric. Although persuasive—specifically "convincing"—in speaker intent and audience response, their content was lacking in argumentation. The predominant rhetorical modes were narration and exposition. The address, as a rhetorical institution, had an aim of its own: promotion of convention unity and harmony.

Hawks, Paul N., Jr. A Rhetorical Analysis of the 1938 Los Angeles Mayoralty Recall Movement. U. California at Los Angeles.

Los Angeles voters recalled Mayor Frank Shaw in 1938, electing Judge Fletcher Bowron in his place. This dissertation analyzed the content of a series of radio broadcasts sponsored by Clifford Clinton, the main instigator of the recall movement.

The rhetorical requirements of the recall movement were formulated as a standard against which the radio discourse was measured: capable spokesmen for the cause, an audience which is approximately capable of accomplishing the intended goal, efficient channels of communication, and message strategies which support the movement's needs.

The rhetorical strategies included denunciation of the incumbent administration; stimulation of hope for improved conditions; refutation of the opposition's discourse and propaganda; promotion of the movement's activities, financial needs, and organizational machinery; and activation of voters.

Phase one, the organizational period, contained little public persuasion regarding the recall movement. The petition campaign which followed focused on the denunciation of the Shaw administration. The candidate selection phase emphasized inspirational discourse, asserting hope for a unified movement. Phase four, the final election campaign, produced a strong blend of denunciatory and inspirational discourse. The discourse of the last three phases of the movement produced some elements of each rhetorical strategy, including frequent passages of refutation. Through much of the movement, however, the strategies of promotion and activation seemed weak in both quantity and quality. The movement successfully met the overall rhetorical requirements, but may have come to a quicker conclusion had there been a more balanced use of these rhetorical strategies.

Hensley, Carl W. The Rhetorical Vision of the Disciples of Christ: A Rhetoric of American Millennialism. U. Minnesota.

The Disciples of Christ religious movement grew out of the efforts of men in the American West whose aim was to usher in the earthly reign of Christ. This study analyzes the Disciples' rhetoric, revealing that the total rhetorical vision developed out of the various millennial fantasies—secular and religious—current in culture. The methodology is rhetorical fantasy,

which examines the dramatistic paradigms of reality used to effect emotional persuasion.

During the first generation the Disciples' rhetorical vision dealt with the major fantasies of American postmillennial visions, resting on the belief that the kingdom of God was soon to be established in America and characterized by extreme optimism and the assumption of inevitable progress. The scenario included a lost paradise to restore, antagonists who profaned the pure paradise and must be purged, protagonists chosen by God to purge and restore, and a promised land—the scene of the action. The key fantasies in the Disciples' vision were restoration of the primitive Christian church, the resulting unity of all Christians leading to the church's evangelistic conquest of the world thus ushering in the millennium—a thousand years of peace and blessedness throughout the world as Christ reigned supreme through his church.

Second generation Disciples adhered to the original vision successfully, until cultural transitions and liberal theology generated new fantasies. The original vision fragmented into visions of restorationism and unionism which lacked the ultimate climax of the original vision so that neither had the persuasive power of the original rhetorical vision.

Howe, Roger J. An Investigation into the Rhetorical Variables of Meaning, Receivers, and Strategies of the Death of God Theologians and the Relationships Between Understanding, Acceptance, and Orthodoxy of Selected Clergy and Parishioners. Kent State U.

This investigation attempted to discover the intended meaning of the death of God message, the intended receivers of the message, the rhetorical strategies of the theologians in communicating their message, the relationship between the intended message and the clergy's understanding of the message by a selected group of clergy, the understanding of the message by a selected group of parishioners, and the relationship between religious orthodoxy/unorthodoxy (among clergy and parishioners) and acceptance of the death of God message.

The first three research questions were answered after personal interviews with the death of God theologians. The information obtained in these interviews together with an examination of their writings revealed that there were three different categories of theological thought concerning this movement. The first category identifies the death of God as a "cultural phenomenon," the second as a "literal historical event," and the third as a "logical absurdity."

Answers to the second three research questions were based on data collected from a questionnaire administered to a random sample of clergymen and parishioners and from follow-up interviews with forty clergymen and fifty parishioners in the sample frame. The results revealed significant relationships between understanding of the death of God theology and acceptance of its message components. The results also showed significant relationships between the clergy's understanding of the theology and unorthodoxy, and between unorthodoxy and acceptance. These same results were found for the 331 parishioners who responded to the questionnaire.

The study concluded that the death of God theologians may have achieved their goals partly because their rhetorical aims were in harmony with tendencies of social change which were imminent in a society of religious believers who did not necessarily accept the societal norm of God's existence.

Jamieson, Kathleen M. Hall. A Rhetorical-Critical Analysis of the Conflict Over *Humanae Vitae*. U. Wisconsin.

Pope Paul VI's condemnation of "artificial" methods of birth regulation in *Humanae Vitae* sent tremors through one of Western civilization's oldest institutions, the Roman Catholic Church. By bringing a rhetorical-critical focus to *Humanae Vitae* and the dissent from it, the study attempts to explicate not only the document but also the reactions which the document provoked.

The first chapter is concerned with accurate perception of the encyclical and its argumentative structure. The chapter concludes that *Humanae Vitae* draws its rhetorical strength not from its explicit arguments but from the arguments which it implies. Chapter two examines the papal encyclical as a rhetorical genre and analyzes the constraints which the encyclical genre places on papal pronouncements.

The third chapter explicates the rhetorical interchange between defenders of the encyclical and those dissenting from it. Chapter four unwraps the argumentative traditions which constrained Paul and the dissenters as they chose from among the available means of persuasion. The chapter argues that Paul and the dissenters' conflict over interpretation of natural law as well as over the type of evidence one marshals in defense of an interpretation of natural law. It suggests that given the rhetorical situation surrounding *Humanae Vitae* and given the Pope's

choice of natural law as justification for the encyclical's teaching, not only was the conflict inevitable but so too was rhetorical resolution rendered improbable. Chapter five extends chapter four's analysis of the vectors propelling the pope and the dissenters argue from opposed temperaments and opposed worldviews.

Lemley, Steven Smith. A Rhetorical Study of the Executive-Legislative Struggle for Influence in Foreign Policy: The Senate Foreign Relations Committee Hearings on America's Role in Southeast Asia, 1964-1971. Ohio State U.

Using the methods of rhetorical criticism, this study explores an aspect of the checks and balances system through an analysis of Senate Foreign Relations Committee hearings on Southeast Asia and Vietnam.

The hearings under study took place between 1964 and 1971. During those years Administrative management of initiating and making war came under increasing pressure from members of the Senate. Those who were most outspoken used the Foreign Relations Committee as a platform. Viewing the hearings through rhetorical standards, this study shows that while the Senate Foreign Relations Committee brought issues connected with the war and the division of powers to the public attention, there was a failure to persuade the Administration to alter its policies.

Lynch, Charles T. An Analysis of Position Changes in the Rhetoric of Everett McKinley Dirksen. Southern Illinois U.

Senator Everett McKinley Dirksen, Republican from Illinois, had a reputation for changeability and lack of principle. The study set out to determine if Dirksen lacked principle, or if he found flexibility effective in attaining his legslative goals. The rhetoric was studied in conjunction with the political milieu in which it was given to determine if changes in the political situation caused changes in Dirksen's positions.

An "oral history" approach was used with an examination of several major speeches. People who had worked with Dirksen were interviewed; their comments were balanced by contemporary newspaper reports, books, and articles in periodicals. Positions were examined on the St. Lawrence Seaway, the Nuclear Test Ban Treaty, nomination of Abe Fortas to be Chief Justice of the United States Supreme Court, the 1964 Civil Rights Act, Senate Rule XXII (Cloture), and Dirksen's swiches from isolationism to internationalism. His relationship with the opposition party, the political uses of ambiguity, and flexibility as a political virtue were also studied.

The conclusion was that Dirksen's political success was not in spite of but because of his flexibility; a flexible politician can, perhaps, function more effectively since politics is the "art of the possible." Dirksen's flexibility, his personal charm and undoubted rhetorical skills, coupled with his willingness to work hard and long, contributed to his acceptance by some as perhaps the outstanding Minority Leader in the history of the United States Senate.

Merriam, Allen H. A Rhetorical Analysis of the Gandhi-Jinnah Debate Over the Partition of India. Ohio U.

During the decade preceding India's independence and the simultaneous creation of Pakistan in 1947, the Muslim demand for a separate nation sparked an extensive controversy. This dissertation sought to interpret the confrontation of two of the major participants in the partition debate, Mohandas K. Gandhi and Mohammed Ali Jinnah.

The English-language speeches and writings of Gandhi and Jinnah concerning the division of India provided the primary sources of information. Their verbal interaction was analyzed to discover the arguments, uses of evidence, appeals, language style, and underlying assumptions of each man. Personal motivations and historical factors in Hindu-Muslim relations were also studied.

The research revealed Jinnah's dominant rhetorical trait to be an uncompromising consistency in demanding that Muslims possessed an inherent right to a nation. He played upon Islamic pride and fear in asserting that India's numerically-superior Hindus would enslave Muslims.

Gandhi demonstrated a similar emotional intensity in his efforts to prevent India's division. His ethically-based rhetoric denounced partition as sinful, and he endlessly emphasized a transcendent unity despite the communal discord of the 1940's. Unique to Gandhi was his mastery of various nonverbal forms of communication, notably fasts.

Jinnah seemed to win the debate since Pakistan was created. His legalistic mind and tactical strategies proved effective in a drama of power politics. However, Gandhi's moral idealism and message of nonviolent brotherhood offered a more rational approach to the problems of intercultural relations.

Moriarty, Kathleen P. The Irish Parliament and George William Russell on Censorship, 1928-1929. Purdue U.

This study analyzed the 1928-29 literary censorship debates in both the Irish Parliament and in *The Irish Statesman*, the journal of opinion edited by George William Russell. All the parliamentary debates were studied as were all the writings on the censorship question in the *Statesman*. The study was designed to contrast not merely the types of arguments and evidence used in each debate, but especially to demonstrate how each group contracted or amplified the censorship question. The major concern of the researcher was to determine the extent to which the debate was restricted to the pragmatic level of how the censorship was to be implemented and, in contrast, to determine the extent to which the censorship issue was amplified into a full-blown philosophical question of democratic government's responsibility to control pornography without sacrificing its citizens' freedom.

The study revealed the strengths and inadequacies of the debate in the Parliament, a debate which gave inordinate emphasis to practical considerations of how to develop censorship machinery while eschewing the responsibility to discuss the philosophical underpinnings of the censorship issue. Also, the analysis demonstrated how eminently practical—in the long run—were Russell's and his collaborators' philosophical discussions of the government's mandate to censor publications.

O'Sullivan, Hanora M. A Rhetorical Analysis of the Structure and Strategy of the Civil War Anti-Draft Movement. U. Michigan.

From the limited draft in 1862 through the first national conscription in 1863, resistance matured into a nationwide anti-draft movement during the American Civil War. Yet, while several political and socio-economic forces favored the resisters' success, the movement failed, at least in part, because of rhetorical inadequacies. Employing Bowers and Ochs' model of agitational discourse, which not only identifies key communication variables but also offers predictive generalizations, this study sought to explain the movement's failures by examining the movement's background, opposition and establishment leadership, the role of newspapers and other mass media, the use of legal channels, and the resort to violence.

Six principal shortcomings were detailed: The anti-draft leaders were unable to sustain their own prestige (ethos) or to cripple the government's prestige and image of expertise. The anti-draft leaders chose inappropriate appeals in an attempt to convert potential members into actual members of the movement. The anti-draft forces failed to provide a clear and sufficient ideology. The movement was unable to establish a separate identity apart from the larger anti-war movement. The inadequacies of organizational ability within the movement decreased its effectiveness. And, the wartime conditions allowed the government to use a series of particularly effective suppressive tactics against the agitators.

In terms of the Bowers-Ochs model's predictions, this study substantiated one matrix and suggested additional generalizations for a second matrix unexplored by the model.

Primrose, Robert A. An Analysis of Preaching on Social Issues in the Quad Cities. U. Iowa.

This study examined the extent and type of preaching on social issues and the factors which associated with such preaching in the Davenport-Rock Island Metropolitan area of Iowa and Illinois. Data included responses to a ten-page questionnaire and a random sample of sermon materials from 198 clergymen.

The sermons were subjected to content analysis and the results combined with the data from the questionnaire responses. For the content analysis, preaching on social issues was operationally defined three ways: the number of sermons with references to social themes, the relative amount of sermon space devoted to social issues, and the relative polarization of statements made concerning social problems. Product-moment correlations and stepwise regression coefficients then were calculated to determine the variables which were associated most strongly with preaching on social topics.

Three major conclusions emerged from the study. 1) Four topics accounted for two-thirds of all references in the sermon sample to social issues: War, Race Relations, Poverty, and Crime. 2) The clergy's reports of their preaching on social issues were inflated when compared to the sample of sermons. 3) Preaching on social themes was most closely associated with liberal theology, though deviant cases were found. Factor analysis and stepwise regression isolated four other variables which, with liberal doctrine, correlated most strongly with preaching on social issues. They were amount of civic activity, number of denominational statements on social problems, size of church, and complexity of church program.

Pyclik, Judith R. Business Rhetoric in the Gilded Age: A Study of Rhetorical Function, 1870-1900. U. Minnesota.

This study undertakes an examination of the "business rhetoric" which evolved out of the crisis engendered by the shift from an agrarian economy to an urban and industrial society after the Civil War. Specifically, an analysis is made of the contributions to the evolution of a "business metaphor" by four prominent public speakers, with emphasis upon the way in which the ideas and attitudes expressed in their collective rhetoric served to fulfill the fundamental function of orienting Americans toward acceptance of business leadership and the industrial environment.

Four men whose speeches were selected as the basis of this analysis include Chauncey M. Depew, Robert G. Ingersoll, Andrew Carnegie, and Russell H. Conwell, chosen because of their prominence in their own fields and their popularity as public speakers.

The initial section of this study consists of a survey of historical factors influencing the emergence of a business metaphor which would replace the agrarian model. The second section provides a descriptive analysis of the business rhetoric, structured according to four basic categories. First of these concerns the "role" of the businessman, second describes the "means" whereby a young man was presumed to achieve success, third defines the "ends" toward which individual striving was said to be directed, and fourth describes the "setting" as perceived by the business rhetoricians.

In the last major section of the dissertation, some speculations are offered as to the contribution of each part of the metaphor to the general function fulfilled by the whole: creation of a positive and accepting attitude toward business as the controlling influence in American life.

Raimer, Edward A. The Rhetorical Structure of the Movement from Isolationism to Interventionism: The "Crisis Period," March 11, 1941 to December 8, 1941. Kent State U.

This study was designed to present a description of the movement from isolationism to interventionism in pre-World War II America, concentrating on the period from the enactment of the Lend-Lease Act on March 11, 1941, to the Declaration of War on December 8, 1941.

The main question was: What was the rhetorical structure of the Crisis Period of the movement? There were three issues. Should lend-lease aid be extended to Russia? Should the peacetime draft be extended? Should the Neutrality Act be revised?

This study sought to discover the chief spokesmen of the movement, to describe the rhetorical intent and the arguments and appeals used to achieve the purposes of the spokesmen, and to evaluate the collective rhetorical strategies employed by the chief spokesmen and the impact of that rhetoric on audience decisions.

This study concluded that the isolationist movement failed not only because of the pressure of historical events in the war theatres, but also because the isolationists made poor rhetorical choices. As the controversy progressed into the Fall of 1941, in spite of their own previous failures and a changed historical scene with mounting public pressure to help in the fight to stop Hitler, isolationists refused to modify their position—to compromise; rather, they chose to remain on the defensive, vainly attempting to support negative out-dated arguments. The isolationists were unable or unwilling to adapt to the changing historical situation and, consequently, they lost control of the rhetorical situation.

Reed, Charles Robert. Image Alteration in a Mass Movement: A Rhetorical Analysis of the Role of the Log College in the Great Awakening. Ohio State U.

The Great Awakening, one of the most influential and extensive religious movements in American history, spread through every colony during the eighteenth century. This dissertation uses contemporary rhetorical and sociological theory in order to analyze a microscopic part of that awakening, specifically the part that the graduates of the Log College, a small one-room school with a single instructor, played in the revival of the Presbyterian Church in the Middle Colonies. Since sociologists study movements as stages of process, a four-stage sociological model was combined with Kenneth Boulding's concept of the image to produce the methodology for this study.

After examining the reformation of the Presbyterian Church, the writer suggests that five major alterations must occur during a successful movement: 1) in the stage of social unrest, a change by the masses from frustration and discontent to hope for a better future; 2) in the stage of collective excitement, a change by the establishment from indifference toward the movement to fear of its gains, 3) in the stage of formal organization, a change by the movement from respect for the institution to hatred of its policies and leaders; 4) also in the stage

of formal organization, a change by the institutional moderates from a mediating position between the rival factions to identification with the movement; and 5) in the stage of institutionalization, a change by the movement, establishment, and the masses from hostility toward one another to the necessity of peace and reunion.

The study suggests that sociologists should attempt to integrate these five generic image changes into their movement theory, for they describe what must transpire before a movement can progress through its various stages. If one of the image alterations should fail to occur, the movement would culminate (usually in defeat) at that point. In addition this dissertation provides the critic interested in movement studies with a new methodology. The model used in this study is applicable to any type of social movement, not only those which are religious in nature. Likewise, it is as relevant for the study of contemporary movements as it is for historical movements. Finally, the dissertation calls for a historical reinterpretation of the Great Awakening.

Robinson, David Joe. The Rhetoric of Troy Perry: A Case Study of the Los Angeles Gay Rights Rally, November 16, 1969. U. Southern California.

Troy Perry, homosexual pastor of Los Angeles' mostly-gay Metropolitan Community Church (MCC), conducted a gay-rights rally in downtown Los Angeles on November 16, 1969, the first time locally that such a group had gathered to demand law reforms. Perry's rally speech, together with his preparatory sermons in two preceding MCC services, were the object of this case study.

The speeches were recorded on-site, transcribed, and evaluated on the basis of several general questions: What were the relevant contextual and situational components of the event? What was the background of the speaker? What were Perry's rhetorical goals, strategies, and techniques with regard to the beliefs, attitudes, and overt activities of the homosexual audience, of the heterosexual general public, and of legislators in California?

The rally was an attempt to merge existing timid homophile activism with militant Gay Liberation protest. Perry, an unfrocked deep-South preacher, further tried to infuse the movement with his conventional Pentecostal Christianity.

Recruitment of gay participants was his biggest challenge, since visibility could compromise employability. His rhetorical approach centered on appeals to self-esteem, dignity, and bravery. Perry's keynote slogan, "We're not Afraid Any More," became a rallying cry for the Gay Liberation Movement nationally.

To outsiders, the principal statement of the rally was implicit in its visible, public nature. Perry was careful to invite several key political figures to attend. While none were present at the rally, some sent regrets, and all were made aware of growing homosexual militance.

Ryan, Halford Ross. A Rhetorical Analysis of General Eisenhower's Public Speaking from 1945 to 1951. U. Illinois.

The subject of this study was General Eisenhower's public speaking from 1945 to 1951. His audiences, invention, style, and delivery were analyzed. The basic materials were speech texts gathered at the Eisenhower Library, Abilene, Kansas, and Paramont News films viewed at the National Archives, Washington, D.C.

Cognizant of his audiences, he adapted to them with the usual devices calculated to gain attention and identification. His audiences reacted favorably to his sincerity, commonsense, and honesty.

He had one proposition—peace—which he in turn supported with three sub-propositions—security, co-operation, and democracy. His main argument was assertion. He designed his language to arouse his audience's feelings by appealing to pride, patriotism, and duty; he also managed his language to induce anger, fear, hostility, and concern for American security. His heroic generalship in World War II established his competency and trustworthiness. Dynamism was not as salient a factor as were competency and trustworthiness.

His military life tended to affect his style. He chose active verbs and military metaphor. Changes on his speech drafts showed he managed his language to achieve economy and concreteness.

His voice gave a favorable impression. His rate was a little rapid. He used very few gestures, except for an emphatic head gesture. In the press conference situation, he did not hesitate, vocalize "uh's," or jumble his syntax as he did in his press conferences while President.

Schott, Kenneth R. An Analysis of Henry Drummond and His Rhetoric of Reconciliation. Ohio State U.

The purpose of this study was to analyze Henry Drummond's rhetorical career, including

the salient aspects of his training, the issues with which he dealt, his public addresses, his conception of rhetoric, and his influence upon the world. Henry Drummond (1851-1897) was a Scottish scientist, educator, and evangelist who attempted to reconcile Darwin's theory of evolution with traditional religious faith. His campaign for reconciliation included public lectures, sermons, pamphlets, journal and newspaper articles, and two major books. The underlying hypothesis of the study was that Drummond's life-long affinity for natural science uniquely influenced his rhetorical career.

The critical model which guided the development of the study was the dramatistic pentad of Kenneth Burke. Drummand's act was the reconciliation of science and religion; his agency was the rhetoric of reconciliation; the scene was the widespread ferment and dissonance which existed between the academic and religious worlds following Darwin; his purpose was to relieve the conflict by demonstrating that the evolutionary process was God's method of creating and perfecting both natural and spiritual life.

Conclusions were drawn concerning the influence of Drummond's scientific background upon his rhetorical theory and practice, elements of his training which contributed most to his effectiveness as a communicator, his role as a reconciler of Darwinism and religion, the unique characteristics of his rhetoric, his philosophy of rhetoric, and his influence upon his own time. A rhetorical model of a successful reconciliatory event was developed and the Appendix contained an annotated index of Drummond's eighty-eight published addresses.

Scott, F. Eugene. Persuasion in the Northern Ireland Civil Rights Movement: 1964-1970. Purdue U.

This study described and evaluated the rhetorical strategies exhibited in the Northern Ireland civil rights movement from 1964 until August, 1970. Particular attention was paid to the relationships of goals and ideologies, rhetorical dilemmas, and the use of rhetorical strategies to resolve these dilemmas as revealed in public symbolic transactions—those messages emanating from participants in the civil rights movement which became available to the public through any medium.

The study revealed that the cultural and racial distinctions between descendants of Northern Ireland's natives and English and Scottish colonists frequently are symbolized by religion. Religion itself is not the source of the conflict.

The first phase of the movement was dated from 1964 and the activities of the Campaign for Social Justice, Northern Ireland trade unions, and the Northern Ireland Labor Party. Their strategies were pressure group activities. This phase did not see substantial progress in remedying civil rights grievances. The second phase, dated from spring, 1968, saw the initiation of agitational strategies and development of a mass civil rights movement. Protest rhetoric captured British government attention and gained democratic reforms. However, the movement experienced internal dissention and tended to lose its influence over followers. The final effort, a mass petition campaign, was a failure and the movement was unable to resolve the dilemmas posed by growing sectarianism and right-wing border politics. By summer's end, 1970, the remnant of the movement, embodied in the Northern Ireland Civil Rights Association, was largely irrelevant to the social-political situation.

Silvey, Lawrence R. The Rhetoric of Polygamy. U. Utah.

The purpose of this study was to discover the rhetorical functions and communicative roles of oral discourse in an intercultural conflict directly relating to the issue of polygamy and the gaining of statehood for Utah during the years of 1886 through 1896.

The methodology used was a combination of historical perspective and functional analysis. The initial chapters are concerned with historical, biographical, and social data relating to the Mormon Church, polygamy, the Utah territorial delegates, and the several attempts to gain statehood. The later chapters include an "overlay" of content from selected speeches dealing with the cultural conditions and social setting existing in the Utah Territory. The speeches were also analyzed in relation to other communicative acts presented in the same rhetorical transactions, including speeches by opposing congressmen. The critic's judgments of rhetorical functions and communicative roles were derived from the historical analysis.

It was concluded that polygamy was a secondary consideration in not granting statehood to Utah; however, it did play a significant role in the intercultural conflict concerning Utah's assimilation into dominant American cultural patterns. The concepts of rhetorical functions, and functional, nonfunctional, and dysfunctional roles seem appropriate to rhetorical theory as a means of viewing communicative acts, especially in situations where speaker intent, purpose, and effects of the speech cannot be fully discerned.

The impressionistic nature of identifying rhetorical functions seems overly subjective; thus, it is suggested that further research and theorizing be directed to the goal of objectifying those judgments.

Somer, Richard F. Archibald MacLeish, Spokesman for Democracy: A Rhetorical Study of His Advocacy of the American Dream. U. Illinois.

This study sets forth Archibald MacLeish's ideas on America and indicates how he has used those ideas in addressing the American public. Analyzed for substance and method were his poems, plays, essays, and speeches on America published during the period 1932-1967.

MacLeish was found to be a thoroughgoing humanist and idealist whose leading ideas about America have dealt with the land, freedom, and integrity. He has concentrated on the larger ends of national life; his treatment of issues posed by the depression, fascism, communism, and the like, has been positive and affirmative rather than negative or defensive. Countering states of mind such as fear, indifference, and cynicism, his solutions have involved imagination, belief, faith, will, and action. His method of instilling belief in democracy and stimulating social action has been to combine familiar and topical facts with extensive historical materials drawn chiefly from the American past and with feelings characteristically moral in tone. A strong consciousness of time and the conviction that man can control events have been instrumental in his efforts to make contemporary issues significant to his audiences.

Analysis of MacLeish's works revealed a remarkable persistency and duration of labor in behalf of his country's democratic ideals, a noteworthy consistency of humane thought in his extended consideration of the republic and its problems, and a protean verbal talent that has permitted him to treat his potential subjects with the broad rhetorical appeals of heightened intensity in poetry and drama and of reasoned analysis in essays and speeches.

Suhr, Genie M. Joyner. A Rhetorical Study of Selected Senatorial Speaking of John H. Reagan, 1888-1891. Louisiana State U.

John Henniger Reagan served the State of Texas as judge, representative, Confederate cabinet member, senator, and first Texas Railroad Commissioner from 1846 to 1903. His ideas and arguments won him popularity in his home state and recognition on a national basis. He was best known for his arguments against the centralization of government and his defense of the rights of the individual against economic and political infringement.

The study was limited to the consideration of the ideas contained in four of Reagan's speeches chosen for typicality. The analysis of these speeches included a discussion of the background of the specific issues involved, the audience composition and alignment, the themes developed, and the proofs used in their development.

Collections, biographies, histories of the era, academic journals, periodicals of the times, and thirty-two newspapers were consulted for materials that would assist in determining the setting of the speeches, the background of the speaker, and the issues involved. The speeches themselves were readily available, along with other pertinent data, in the *Congressional Record*.

Reagan's themes were derived from his two basic political ideologies: preservation of states' rights and protection of the individual. Although Reagan employed ethical and emotional appeals, he relied most heavily upon logical proof.

These conclusions were drawn: Reagan's ideas belonged basically to the school of progressive idealism. He was a deep logician, a far-sighted intellectual, and a statesman; however, he was apparently not an outstanding orator although his ideas had a lasting legislative influence.

Towns, Walter Stuart. Ceremonial Speaking and the Reinforcing of American Nationalism in the South, 1875-1890. U. Florida.

This historical-descriptive study examines twenty-six post Civil War ceremonial speeches delivered by Southerners to Southern audiences in an attempt to determine the nature of postwar rhetoric of reconciliation.

The study is limited to speeches made in the geographical area of the Confederate States of America. The speakers include William B. Bate, J. C. C. Black, Matthew Butler, John W. Daniel, Charles E. R. Drayton, Clement A. Evans, John B. Gordon, Henry W. Grady, John Temple Graves, Atticus G. Haygood, Moses D. Hoge, W. B. W. Howe, Thomas J. Jarvis, John Kemper, David M. Key, Evander M. Law, Fitzhugh Lee, Thomas M. Logan, Samuel McGowan, U. M. Rose, James W. Throckmorton, and Alfred Moore Waddell.

The ceremonial situations examined included Memorial Day, eulogy-producing events, monu-

ment dedications, veterans' reunions, and educational occasions such as commencements.

The major reconciliation themes discovered are: Both the South and the North have made major contributions to the nation's heritage. The South accepts the verdict of the sword and is ready to participate again in the unified nation. The model of Northern and Southern leaders as they practice reconciliation should be followed by all citizens. The politician is largely to blame for preventing total reunion. There is a bright future for the reunited nation and the South will play a vital role in that future.

These speakers also attempted to reinforce American nationalism by appealing to the human values of patriotism, forgiveness, friendship, cooperation, and responsibility.

Turchen, Michael A. The National Park Movement: A Study of the Impact of Temporal Change on Rhetoric. Purdue U.

Through an analysis of the development (1890-1915) and contemporary (1950-1970) phases of the national park movement, the researcher attempted to explain the ways in which a single persuasive goal was manifested rhetorically in light of changing situational demands. The study assumed that these situations called forth rhetoric. Through an analysis of the rhetoric and an examination of the historical background, the impact of changing situational demands on rhetoric was observed.

Forty messages which focused on the maintenance and expansion of the national park system during two time periods were analyzed and evaluated to determine central ideas and values. A comparison of the two phases revealed that the central ideas used by advocates of park legislation were preservation, economic considerations, and multiple use. Those employed by critics of park legislation were economic considerations, utilitarian usage, and multiple use. The predominant value appeals used by park legislation advocates were idealism, patriotism, rejection of authority, and materialism. Park legislation critics employed materialism, individualism, and rejection of authority.

The closing of the frontier, the advent of industrialization and urbanization, the growth of government support for conservation, and the emergence of the ecology movement clearly influenced national park rhetoric. Congressmen consciously or unconsciously adjusted their central ideas and value appeals to meet these temporal changes.

Underwood, Willard Alva. The Rhetoric of Black Orators: Perspectives for Contemporary Analysis. Bowling Green State U.

The hypothesis of this study was that an in-depth analysis of dominant themes from speeches by select Black civil rights leaders is an invaluable indicator of social change. Leading authorities agree that rhetorical analysis of speeches and spokesman provides insights into history and that oral discourse serves as a technique for social change.

The five most prominent civil rights philosophies developed during the "civil rights movement" were identified and their contributions analyzed. The procedure employed was to: analyze general background information dealing with problems facing black Americans; synthesize specific concepts explored by black orators, including recommendations of these speakers; explore rhetorical strategies employed by the speakers; and unite these ideas, strategies and solutions into a unified construct. The five specific philosophies analyzed were: moderation, separation, democratic involvement, nonviolent direct action, and militancy/black power/black nationalism. Ten orators and ten speeches, one by each orator, were evaluated as representative of the five rhetorical-historical trends.

From the analyses of these ten speakers and five philosophies, five major conclusions were drawn. First, to have lasting influence on the equal rights struggle, spokesmen must represent followers who concur with their ideas, programs and oratorical presentations. Second, successful black spokesmen are well-educated and pragmatically oriented. Third, successful leaders are articulate in both oral and written presentations. Fourth, humanistic concerns are primary elements, including the desire for equitable treatment and mutual respect. Fifth, each speaker was able to place his movement's ideas into a larger-than-self perspective.

Valley, David B. A History and Analysis of Democratic Presidential Nomination Acceptance Speeches to 1968. U. Illinois.

This study traced the history and development of Democratic presidential nomination acceptance speeches from the time of their conception through 1968 and sought to discover the characteristics of the speech as a genre. The speeches were considered in chronological order, with attention to such factors as: the political climate and specific setting of the speeches, their preparation, their apparent importance, the audiences addressed, and media coverage. A con-

tent analysis procedure was employed to describe the manifest content of the speeches with optimum objectivity, precision, and generality. By combining the two methods, this study sought to determine the elements of "typical" Democratic presidential nomination acceptance speeches, to discover reasons for deviations from the norm, and to observe the trends which have developed.

Originally, letters of acceptance were used by candidates to accept nomination. Then, during the period 1892 to 1928, elaborate notification ceremonies were staged, including band music, parades and speeches. Often the festivities were held outdoors and attracted large crowds. The acceptance speeches during this period were long and issue-oriented.

Notification ceremonies were abandoned after Franklin Roosevelt flew to Chicago in 1932 to address the delegates in person. Roosevelt thus established a precedent which has survived until the present time. From 1932 to 1968, the speeches were shorter and less concerned with specific issues. Among other factors influencing the speeches during this time were the extensive use of ghostwriters and advancements in media technology.

Wicklander, Dale R. Contemporary Practice of the Christian Science Board of Lectureship: Search for Consubstantiality of the Metaphysical and the Material. U. Minnesota.

The thirty speakers of The Christian Science Board of Lectureship deliver about 4,500 public addresses annually throughout America and much of the world. This study probes the question: How effectively do the Christian Science lecturers bring their metaphysical messages to a materialistic world?

Current lecturers use six rhetorical strategies which are combined into five "prototype" lecture approaches: 1) credentialling Christian Science, 2) credentialling its founder 3) credentialling the lecturers themselves through the biblical or secular support materials sanctioned by the two basic listenerships, 4) utilizing figurative techniques to achieve dualistic approximations of mystic metaphysical purities plus extended metaphor or analogy to achieve thematic coherence, 5) employment of comparative advantages assessments between destructive and illusory materials conditions as contrasted with metaphysical health and harmony, 6) and use of formal logic to establish the conceptual validity of Christian methaphysics, substantiated by testimonies of healings. These strategies are employed in lectures in ways that define five prototype approaches to lecturing: 1) deductive organization/biblical supports, 2) deductive organization/secular supports 3) inductive organization/biblical supports, 4) inductive organization/secular supports, and 5) the college organization lecture—a special case of youth-orientation through tactics of symbolic consubstantiality described by Kenneth Burke.

Generally the lecturers are masters of the measures they employ. Some of the biblically-oriented prototype combinations of strategies are archaic in view of the evolving secularization of the culture; however, newer, more secularized or politicized formuli seem well-suited to making Christian metaphysics appealing to those persons conditioned by education and society not to value traditional religious perspectives.

Williams, Patricia Lynn. The Rhetoric of Imperialism: The Speaking of Joseph Chamberlain, 1895-1897. U. Missouri.

Imperialism dominated the rhetoric of Britain in the latter half of the 1890's. Among the statesmen of the period, Joseph Chamberlain was imperialism's foremost spokesman. As Secretary of State for the Colonies from 1895 to 1903, he was able to bring his considerable talent and influence to bear upon the imperial idea. Largely because of his persuasive efforts, the British people turned from preoccupation with domestic affairs during the first part of the 1890's to an interest in the Empire, and imperialism moved from the fringe of respectability to the center of interest. Since Chamberlain's imperialism, as presented in his public speaking from 1895 to 1897, owed its success to the Colonial Secretary's ideas as well as to his forceful, skillful, persuasive presentation, a thematic analysis, isolating his major themes, is a useful way of identifying the elements of his colonial policy, explaining strategies used in any single speech or series of speeches, showing acceptance of these notions by an audience, and demonstrating the facility with which an individual employs the rhetorical conventions of the period.

After a brief discussion of the rhetorical forces in play during the period of Chamberlain's concerted campaign for Empire, this study focuses upon his three major themes: economic and commercial ideas, patriotic sentiments, and imperial federation schemes. These themes, used with varying emphasis during the first two years of his secretaryship, helped Chamberlain to convince his countrymen of the necessity of Empire. Joseph Chamberlain, through his dy-

namic, persuasive speaking, was a significant factor in bringing about change.

Rhetorical and Communication Theory

Abrams, Arnold Gerald. An Experimental Study of the Influence of a Speaker's Dialect on Attitude Change, Source Credibility and Comprehension. Ohio U.

It was the purpose of this study to investigate experimentally the hypothesis that there is no significant difference between perceived source credibility, attitude change, and comprehension for subjects who listened to a speaker delivering a speech in General American dialect and a speaker using a Southern dialect. In order to test the hypothesis several steps were taken. First, the experimental design selected was the Solomon design. The 330 subjects used in the study were assigned to various control and experimental groups as outlined in the Solomon design. Second, the speech selected for the experiment was a persuasive speech arguing against the fluoridation of public water supplies. Third, the speech was recorded on audio tape by a male actor delivering the entire speech initially in General American dialect and then in a Southern dialect. A panel of judges listened to both recordings and rated the two deliveries above average in articulation, pronunciation, rate, pitch, intensity, vocal meaning, voice quality, and total effect. Fourth, the measuring instruments selected consisted of: twenty-five linear scales used to measure attitude on a pre- and post-attitude test, twelve linear scale items constructed by Berlo, Lemert, and Mertz used in measuring source credibility, and fifteen multiple choice questions, constructed by Facly, used to measure comprehension.

After conducting the experiment, a statistical analysis, employing the test, was made to determine if there was a significant difference between the means of the various experimental groups. Within the limits of the study, the null hypothesis was retained.

Ambler, Robert Steven. The Relationship of Ego-Involvement to Message Perception and Retention. Ohio State U.

This study attempted to investigate the relationships between ego-involvement and message displacement, overall recall, and selective recall of a two-sided controversial message, and validate a new value-functional measure of involvement. Ego-involvement, measured by the ordered alternatives and the proposed measure, was predicted to produce more contrast of message, greater recall, and increased selectivity in recalling material. Larger relationships were predicted when involvement was measured by the value-functional versus the ordered alternatives measure, and after rather than before the message. The study also predicted heightened involvement after the speech.

Eighty-eight subjects, pretested to determine prior attitude and involvement, listened to either a taped or a live speech detailing pro, con, and neutral material about legalizing marijuana, after which they rated the speaker's position, completed attitude-involvement measures, and recalled the speech. Analysis of variance was used to test the hypotheses.

None of the major hypotheses were confirmed, but secondary analyses, in which the data for taped and live message conditions were treated separately, indicated that the relationships of ego-involvement with message displacement and overall recall were dependent on the type of speech delivery, thus suggesting an interactive effect of message impact. A non-significant trend for latitude of rejection to decrease after the speech was observed.

Discussion of the results emphasized the need to specify conditional variables on which the relationships between ego-involvement and dependent criteria are contingent, including message impact, and view ego-involvement more as a situational variable, less as a personality or issue variable.

Anderson, Robert O. A Rhetoric of Political Image Communication. U. Missouri.

The study, drawing heavily from theories of Dan Nimmo, generated a coherent rhetorical approach to image communication in political campaigning. More specifically: 1) A social science role for rhetorical criticism was established in which the critic implements what Stuart Chase terms "social science$_2$"—the speculative, exploratory facet of social research. 2) The context in which both campaigning and criticism occur was explained in an account of how the demands of political television reinforce a trend toward deliberate ambiguity in campaign rhetoric. 3) A new model for the rhetorical criticism of political image strategy was defended. The new formulation, a synthesis of the work of several sociologists, accounted for campaign ambiguity while it countered the assumptions of the merchandising model of image campaigning. 4) Strategies and limitations of image promotion were analyzed in a manner consistent with the

characterization model and the new electronic political climate. 5) The overall meaning of such a rhetoric of image communication was amplified in three areas: practical implications, exemplified by a typology of image campaigns; methodological implications, a section which evaluated the types of social research appropriate to image concerns; and ethical implications, where the study was related to larger controversies concerning the erosion of the democratic process by certain trends within the "new politics."

Bee, John D. Feeling and Emotion in Four "Modern" Eighteenth Century British Theories of Rhetoric. U. Wisconsin.

This study argues that the view of feeling and emotion current in England during the late eighteenth century influenced theories of rhetorical proof propounded by Campbell, Blair, Priestley, and Lawson, whose treatises on rhetoric, along with works of Hume, Kames, and Adam Smith, are the principal sources of material for the analysis. The investigation first highlights the centrality and importance of feeling and emotion in the prevailing intellectual climate; second, it shows their influence on the rhetorics.

The study identifies four important features of the intellectual climate. First, belief is defined in terms of felt qualities in our perceptions; second, human action is defined in terms of the passions; third, the discussions of these topics reflect the psychological emphasis of the authors; and fourth, the treatises characterize affections both as communicative and communicable. Moreover, feeling and emotion are exalted over reason in the descriptions of human nature and accounts of human motivation and action.

Examination of Campbell's, Blair's, Priestley's and Lawson's rhetorical theories clearly reveals the influence of the doctrine of feeling and emotion. Address to the passions is both necessary and sufficient for persuading, and conviction is discussed in terms of felt qualities in our perceptions. The psychological component of the passions, consisting of the idea of an object and the relationship of that object to the person involved, is discussed as a structured, cognitive mode of producing a passion. Further, this component functions as an inventional system of the passions. This study also treats the doctrine of sympathy and the theory of style.

Cagle, John A. Clozentropy, Language Intensity, and Attitude Change. U. Iowa.

The purpose of this study was to develop a technique by which language intensity could be precisely measured in terms of observable characteristics of the behavior of the speaker and an audience. The technique involved an application of the clozentropy procedure to the measurement of language intensity. The study also investigated language intensity and attitude change. Finally, relationships among clozentropy deviation and three traditional stylistic criteria were investigated.

The study presented a theoretical discussion of style as an individual's deviation from norms for the situations in which he is encoding; of the application of the clozentropy procedure to the measurement of style; and of some hypothetical relationships among clozentropy deviation, language intensity, and attitude change.

The theory led to the testing of four functional relationships. Unqualified support was not found for any of the hypotheses tested. The first hypothesis was supported by the results. Prior attitude toward the concept and clozentropy deviation correlated .28 across all subjects and .37 for the high intensity cloze group. The second hypothesis which predicted a curvilinear relationship between clozentropy deviation and expert judgments of style for lexical items, was rejected. Three significantly high correlations were found, however, among clarity, appropriateness, and distinctiveness. The third hypothesis, which predicted a positive relationship between language intensity and clozentropy deviation, was confirmed. The fourth hypothesis, which predicted that low intensity counterattitudinal messages will produce more attitude change than high intensity message, was rejected.

Cha, Bae Kuen. Cognitive Consistency and the Toulmin Model of Argument: A Search for the Foundations of Reasoned Discourse. Kent State U.

The purpose of the study was to search for evidence for the utility of the Toulmin model of argument. More specifically, the following question was investigated: "If one concept is related to another according to Toulmin's system, do supporting messages aimed at changing an audience's beliefs in either data or warrant ("backing" in Toulmin's language) produce changes likewise in the claim of an argument?" According to McGuire's cognitive consistency postulate, it was predicted that the supporting message would produce changes likewise in the

claim, even when the claims were not mentioned in the supporting messages. In addition, four corollary effects were also hypothesized which might qualify the prediction.

To test the hypotheses experimentally, the method used by McGuire in testing his "logical repercussions of change" hypothesis was adapted. Five sets of logically related propositions (i.e., data, warrant, and claim statements) were selected. A series of supporting messages for each of the premises were written, in which each message argued that the proposition it supported was true. At the first session, the supporting messages were given to 204 college students in mimeographed booklets. Then, Ss' cognitions regarding likelihood and desirability of the sets of logically related propositions were measured immediately after and one-week after the messages. The analyses for message effects were based on t-test comparing the means of the differences between control and experimental groups.

The results supported the basic hypothesis. The four limiting hypotheses were also generally supported. The confirmation of the hypotheses suggested that the Toulmin model appears to have utility in describing a part of the process of persuasion.

Chamberlain, Robert G. Rhetorical Theory in the Works of Fray Luis de Granada, 1504-1588. U. Oregon.

Spain experienced rapid literary growth and a classical revival in the sixteenth century. One aspect of this social ferment was a growing interest in theory of religious rhetoric. This dissertation employs historical and critical method to examine the rhetorical theory of Luis de Granada, an outstanding theorist and practitioner of preaching. The content, implications, and influence of his theory are traced through primary and secondary sources.

Five of Granada's works most clearly reveal the total structure of his rhetoric. Each is examined in light of its sources in literature and in the life of the author. The examination of his short catechism for use by missionaries, his six-book ecclesiastical rhetoric, his source book for sermon preparation, one biography he composed, and one sermon, reveals that he was a classically Ciceronian rhetorician, strongly influenced both by Augustinian doctrine and by the humanist revival of his time. His emphasis on the character of the orator—as a whole person, not just as a speaker—is especially strong.

Analysis of this story, including comparison with other rhetorics and a survey of secondary sources, suggests that Granada's works pioneered in the methodical application of classical rhetorical theory to preaching, thus affecting the Castilian language, Spanish educational practice, and the methods of preaching in his own nation and elsewhere.

Collett, Patricia A. Value Dimensions of Free Speech Attitudes. U. Denver.

This study investigated the value dimensions of free speech attitudes. Expressed attitudes toward freedom of speech have indicated that a person's hierarcy of values might be important determinants of free speech attitude orientation. The primary objective was to investigate whether people who differ in the expressive rights they are willing to grant to others have different hierarchies of values.

Hypotheses were constructed to test the theoretical supposition that individuals with restrictive attitudes toward freedom of speech would have a distinctly different pattern of values from individuals who have permissive attitudes toward freedom of speech. The study was designed to identify particular values thought to be relevant to extreme free speech attitudes. Values thought to be associated with free expression, heresy, national survival, individual status, modes of conduct, and acquiescence to authority were hypothesized to differ in relative importance between subjects at the extremes of the free speech attitude variable.

Data were collected by administering two prevalidated and prestested questionnaires to subjects representing three college populations.

Free speech attitudes were found to be associated with the relative importance of the hierarchy of values. The results supported the hypotheses that individuals with restrictive free speech attitudes would have a different hierarchy of important values when compared to individuals with permissive free speech attitudes, that there were differences in the importance attributed to particular values thought to be associated with free expression, and that values and value systems present a profile of an individual's orientation toward freedom of speech.

Conner, John J. An Experimental Study of Fear Arousing Communications, Source Credibility, and Communication Referent in Attitude Change and Behavior. Louisiana State U.

Persuaders frequently employ fear appeals. This researcher hoped to discover how effective speeches containing fear appeals would be in

bringing about favorable attitudes toward population control and in achieving support of control agencies through petition signing and writing for information. Independent variables were level of fear, source credibility, and referent of the fear. Dependent variables were attitude toward population control and intended and actual behavior. Independent variables were combined into a 3x2x2 factorial analysis of variance design. Twelve treatments were constructed using one level of each variable. A control group provided pretest measures. Subjects were students at LSU in the Spring, 1972 semester. Control group subjects only completed questionnaires, whereas treatment groups completed questionnaires and listened to a speech. Data was analyzed through correlation and analysis of variance procedures.

The following conclusions were drawn. The high fear, high credibility, valued other referent was most effective in changing attitudes. Recommended behavior was most often followed by subjects who heard the high fear, low credibility, valued other speech. Understandably more subjects signed the petition than wrote for information, since petition signing was the easier activity. Only half of those who said they would write for information actually wrote. Overall, high fear was the most effective factor throughout the study. It tended to override the effects of source credibility and fear referent. While some significant interactions occurred between the three variables, high fear was most effective in changing attitudes and achieving the desired behavior.

Cowell, Catherine R. The Lawrentian Philosophy of Communication: An Analysis of Selected Essays of D. H. Lawrence. U. Denver (1971).

This thesis explores certain works of a figure in the discipline of literature for the ideas expressed which may lead to insights into speech communication. A critical content analysis of twelve essays of D. H. Lawrence is conducted in a search for central themes which may comprise a philosophy of communication.

The Lawrentian philosophy is evaluated in terms of three criteria for a philosophy of communication set forth by Dean Barnlund: aim, process, and moral standard. The central aspect of the Lawrentian philosophy is his insistence on a "balanced consciousness," one which incorporates equally the "mental" and the "primal" aspects of the human. Given this balance, the individual may proceed toward the "consciousness of the continuum," "at-oneness" with self and others. The aim of this process is "fullness of being." Upon the person who attains this goal Lawrence would confer the title of "supreme utterer"—the man who has most fully realized his potential for communicative relationship.

The philosophy is compared with the ideas of Martin Buber, Carl Rogers and Frank E. X. Dance. Many correspondences are found to hold between the ideas of Lawrence and those of the philosopher, the psychologist and the speech communication theorist.

The relevance of the present study to the field of speech communication lies in its stress on the importance of the uniqueness of the individual response to problems of communication.

Cummings, Alice J. The Rhetoric of John Donne's *Devotions Upon Emergent Occasions*. Northwestern U. (1971).

This study analyzed the rhetorical qualities of Donne's *Devotions*. Utilizing the Ramist theory of communication as an analytical model rather than a causal model, this study attempted to develop new insights into Donne's management of argument, organization, and style. The Ramist dichotimized diagram was stressed and provided a structural model which, by removing detail, made it easier to grasp the structure and the ideas Donne presents.

It was shown that the *Devotions* can be reduced to a hypothetical syllogism: If death is the result of falling away from God, then life will result by returning to God. Donne returns to God. Therefore, Donne returns to life. Employing both a linear and a cyclic arangement, Donne uses the same rhetorical technique twenty-three times: a comparative argument, set off by allegorical quality, that what is true of the body is true of the soul. This rhetorical technique is a meditative cycle composed of a dichotomy of meditation-expostulation and prayer which is related to the general argument that is prefixed to each devotional unit. Donne thus achieves indirect persuasion of the audience to the subject of thought of the *Devotions*, the principle that sin is an illness with which man cannot cope entirely, and that the resulting human condition is total dependence of man on God's mercy through the legal substitution of Christ's virtue for man's sin. This repetitive form was shown to be a quantitative approach which Donne used with the effect of achieving maximum force.

Doolittle, Robert J. Speech Communication as Instrument in Engendering and Sustaining a Sense of Community in Urban, Poor Neighborhoods: A Study of Rhetorical Potentialities. Pennsylvania State U.

The purpose of this study was to examine the relationship between speech communication used purposefully and instrumentally, and perceptions of community among residents of urban, poor neighborhoods.

A review and synthesis of recent literature on community study and descriptions of urban, poor neighborhoods was undertaken focusing specifically upon those portions of the literature that deal with communicative interactions to lay a theoretical base for examining the potentialities of communicative contacts for engendering and sustaining perceptions of community among residents.

This study began with two assumptions which were supported by reference to recent literature on community study. The first assumption was that the theory that guides the conduct of speech communication is useful in examining societal structures, including community structures. The second assumption, derived from the first, was that the notion of community may be conceived as a construct stipulating the force and direction of communicative behaviors.

Further analysis focused upon the characteristic conditions under whih recurring communicative interactions were present or absent in poor neighborhoods, the content of those interactions, and the special conditions which apply differential constraints on communicative channels in urban neighborhoods and so set their communicative potentialities apart from one another.

Rhetorical principles allowed judgments about the availability of channels capable of accommodating community-building discourse, about the kinds of communication which would be suited to specific neighborhood channels about how specific topics may be generated, shaped and expanded to become community-building themes and instigate plans for community action.

Drake, Harold L. Alfred Korzybski and Buckminster Fuller: A Study In Environmental Theories. Southern Illinois U.

Alfred Korzybski's general semantics has provided heuristic premises for innumerable behavioristic and humanistic fields of endeavor including speech communication. He attempted a science of man through his formulations on structure-relations-order in psychophysiological environments.

R. Buckminster Fuller's premises opt for anticipatory design science *via* industrial technology on the part of the only metaphysical organism known to date.

Positive relationships between Korzybski and Fuller were emphasized in this study. Both are extensional. Korzybski emphasized the psychophysiological while Fuller stresses a more comprehensive approach in technological industrialization which inherently includes the psychophysiological. Korzybski 1933 said Universe needed investigating. Fuller 1972 explored Universe along with metaphysical universe. Korzybski wanted to include extensionally oriented politician, in his system. On the theoretical level, Fuller maintains an apolitical posture. On a pragmatic level, it would seem that Fuller may be as political as the next man.

It is paradoxical that both men theorized relative to the masses but until at least recently, their followers seem to be more elitist. Both men dealt with on-going systems which some day must become anachronistic. Both men have presented anthropomorphic systems although they said that they have eschewed such approaches to Universe. But the time-binder has been better for the *retrousse* phenomena known as Alfred Korzybski and Buckminster Fuller. Standing on the shoulders of both men may produce something yet more profound and useful in achieving eventual escape from the depths of the cave in which most men still insist on residing.

Eakins, Barbara. Charles Morris and the Study of Signification. U. Iowa.

The focus of this study is the writings of Charles Morris and his efforts to provide a theory of signs as a useful instrument for the debabelization of language and for the clarification and classification of the major types of discourse, to outline a general theory of value, and to provide a rationale for the relationship of signs and values. The researcher has attempted to do two things: extract from Morris' writings a verbal and diagrammatic representation of his theories relevant to communication, and evaluate the information thus obtained in terms of its descriptive and explanatory fruitfulness and its general application and importance for communication.

Morris' basic premises are examined, his theory of semiotic is explicated, and the set of conditions he lays down for a sign are delineated.

Morris' behavioral distinctions of signification are discussed in their relation to three phases of

action and the general requirements of action. Denotation of signs and their tests are also treated.

Using Morris' two-way basis for classification according to mode of signifying and use of sign complexes, sixteen possible types of discourse are outlined. An illustration and explanation is given for each of the sixteen categories.

Applications of Morris' writing to the wide spectrum of speech and communication matters are suggested, and some hypotheses are advanced. In particular, some attention is given to the relation of Morris' thinking and the philosopher Nowell-Smiths' logic of advice-giving.

Elliott, John W. Factors Influencing Children's Retention and Deletion of System Morphemes and Content Words on an Imitation Task. State U. of New York at Buffalo.

The first hypothesis predicted that children would demonstrate a greater difference between the number of system morpheme errors and contentive errors in imitation of sentences presented with stress on content words, than in imitation of sentences with no distinctive word stress.

The second area investigated was the effect of using grammatically contrasting sentences as stimulus items, such as "The fish is swimming" "The fish are swimming." This hypothesis predicted greater retention of system morphemes in imitation of grammatically contrasting sentences than in imitation of sentences not presented in grammatical contrast. Also compared were system morpheme errors in imitation of sentences not presented in grammatical contrast with stress on content words versus sentences presented in grammatical contrast with stress on contrasting sentence elements. Ten three-year-old children and ten four-year-old children were presented with an imitation task of 10 sentences under each of four experimental conditions.

Univariate analysis of variance for repeated measures used for planned comparisons at the .05 level of significance demonstrated a greater difference between system morpheme and contentive errors in sentences with stress on contentives than in sentences with no distinctive word stress, suggesting stress on contentives to be a significant factor in their retention.

Planned comparisons revealed no significant differences in a comparison of system morpheme errors in non-contrasting sentences versus grammatically contrasting sentences, both presented with stress on content words; nor in a comparison of non-contrasting sentences, stress on content words versus grammatically contrasting sentences, stress on contrasting elements.

Erickson, Keith V. Aristotle's *Rhetoric:* Essays and Bibliography. U. Michigan.

This study represents the first English language commentary on and bibliography of Aristotle's *Rhetoric* since Cope's edition of 1877, and is divided into three parts. First, an introduction to Aristotle's lost and extant rhetorics is developed, following the course of the *corpus Aristotelicum* from its earliest disappearances to the avalanche of sixteen-century translations, paraphrases, and commentaries on the *Rhetoric*. Part II consists of a bibliography (approximately 1300 entries) of virtually all translations, paraphrases, and commentaries to 1970; entries are arranged alphabetically with a chronological index. All entries, except dissertations, are published materials; manuscripts are not catalogued, as such information previously has been gathered. Part III consists of sixteen elected essays, in English, from scholars in five countries. Appropriate prefaces and headnotes directing the study of them are included. The essays range from an examination of Aristotle's early lectures and rhetorics to the analysis of specific concepts such as *pistis*, the example, the enthymeme, *topoi*, delivery, *stasis*, antistrophies, and Aristotle's concept of values.

Ericson, Philip M. Relational Communication: Complementarity and Symmetry and Their Relation to Dominance-Submission. Michigan State U.

This study examined a proposed theoretic relationship between the relational communication concepts of complementarity and symmetry, and Robert C. Carson's interaction theory of personality. Predictions were made about the relationship of dominance scores, dominance difference scores, and social class to complementary and symmetrical transactions.

Data for the study were obtained from a random sample of 56 husband-wife dyads in their homes. Couples filled out a questionnaire that included Edwards' dominance scale and socio-economic questions, and then discussed four topics. These discussions were tape recorded on cassette recorders, were transcribed, and were coded by a relational coding scheme that indexed message in terms of their control dimensions; i.e., whether they were one-up, one-across, or one-down.

None of seven hypotheses were supported and several significant reversals to what had been predicted were found. These findings are discussed in terms of the difficulty of predicting

from a non-interaction phenomenon—filling out a dominance scale—to an interaction phenomenon—discussing a series of topics, and are also discussed in terms of a lack of social class variable that may predict relational communication behaviors.

Feld, Donna. The Rhetorical Implications of Social Movement Theory. Purdue U.

This study presents a synthesis of social movement theory, discusses the rhetorical implications of social movement theory, and illustrates various aspects of the discussion with examples from the women's liberation movement. The primary purpose of the study is to determine the rhetorical elements of social movements as derived from a synthesis of contemporary theories of social movements.

The study consists of three stages. The first stage reviews contemporary social movement theories regarding the definition and classification of social movements. The second stage presents a synthesis of social movement theories regarding the ideology, tactics, and life cycles of social movements. The rhetorical implications of these theories are discussed in each stage of the study. The examples taken from the women's liberation movement serve two purposes. First, the examples amplify various principles discussed by social movement theorists. Second, the examples tend to confirm the findings of the social theorists.

The study concludes by noting that the search for one specific methodology for the rhetorical analysis of social movements is a futile and needless quest. Instead, the study suggests, the rhetorical critic of social movements needs to utilize various methodologies for the analysis of the differing rhetorical activities of a social movement. Following the observation that the rhetorical critic needs to have a firm grasp of social movement theory and its rhetorical implications, the study concludes by suggesting possible avenues of further research to be pursued by the rhetorical critic.

Griffin, Emory A. The Effects of Varying Degrees of Audience Density upon Auditor Attitude. Northwestern U. (1971).

This study investigated whether listeners in a densely packed audience respond more favorably to a persuasive speech than listeners in a less crowded condition. One hundred and sixty-one volunteer undergraduate subjects were pretested and randomly assigned to four treatment conditions and one control condition. All five sessions were held in the same 18′ x 17′ room containing 30 wooden chairs. Density was increased by increasing audience size. There were 16 in C (control group), 15 in X_1 (scattered), 29 in X_2 (full), 44 in X_3 (packed), and 57 in X_4 (jammed). Subjects in the four treatment conditions heard an antivivisection speech delivered "live" by a confederate who was introduced as a medical doctor. Subjects responded to immediate dependent measures of individual opinion, group opinion estimation, situational anxiety, and audience attractiveness. After leaving the experiment they responded to requests for perceived audience size, signature on a petition, and estimation of how many auditors would sign the petition. A delayed post-test opinion measure was administered three weeks later.

The results showed that crowding facilitates persuasion. Subjects in the full, packed, and jammed conditions changed their opinion to a greater extent than subjects in the scattered condition. This difference deteriorated partially over time. Subjects in the jammed audience indicated more situational anxiety than subjects in the full or scattered audiences. No other hypothesized relationships were found. The results were consistent with the theory that crowding induces stress which heightens conformity to the speaker's position.

Harte, Thomas B. The Effects of Initial Attitude and Evidence in Persuasive Communications. U. Illinois.

Two experiments were conducted as part of this study. One involved a topic toward which subjects held initially intense or extreme attitudes. Design and procedures for both experiments were identical. Each experiment involved a 2x2 design in which independent variables were evidence usage (maximal or minimal) and initial credibility (high or low). Subjects were assigned to groups of ten and heard either a maximal or minimal evidence speech presented by either a high or low credible source on the appropriate experimental topic. Initial credibility was manipulated with previously validated credibility inductions. Dependent variables were attitude change, perceived credibility, and evaluations of the speaker's evidence and arguments measured at four points: immediately following the speech, three weeks following the speech, and at two intervals during the speech. Eighty subjects ($N = 40$ for each experiment) provided the data.

The results were as follows: The study supported the hypothesis that including evidence

in a speech significantly increases long-term attitude change regardless of the credibility of the source when the initial attitude of the audience is extreme. The study supported the hypothesis that audience attitudes toward both the source and the topic of the message may be quickly changed as the result of brief exposure to the message. The study supported the hypothesis that the amount of evidence included in a persuasive speech is significantly related to audience perceptions concerning the complexity of the topic. Finally, the study suggested a need for further research to determine the nature of rhetorical situations in which evidence is likely to be of persuasive value.

Hazel, Harry Charles. A Translation, with Commentary, of the Bonaventuran *Ars Concionandi*. Washington State U.

The purpose of this study is to provide a translation, with commentary, of a Latin tractate on preaching attributed to Saint Bonaventure. The Franciscan Quaracchi editors of Florence, Italy, have published the three-part manual entitled *Ars concionandi* as a preface to Bonaventure's sermons, which are contained in Volume IX of the *S. Bonaventurae Opera Omnia*.

The study is divided into four chapters. Chapter 1 includes an introduction to Bonaventure as a prominent thirteenth century philosopher-theologian and preacher. Chapter 2 is an examination of an authorship controversy regarding the *Ars concionandi*. This analysis yields the conclusion that a definite link exists between Bonaventure and the first two parts of the *Ars concionandi* even though the famous Franciscan may not be directly responsible for the third part. Chapter 3 is an analysis of the manual's significance.

Chapter 4 is the translation of the *Ars concionandi*. Fifty-one sections are included under three major headings labeled *divisions*, *distinctions*, and *expansions*. The author explains that a sermon can be expanded through definitions; dialectical or rhetorical division; argumentation, especially through enthymemes, induction, and examples; comparison of concordant authorities; words from the same root; metaphors; tropes dealing with literal, allegorical, tropological, and anagogical interpretations; and development through cause and effect.

Hirsch, Robert O. The Influence of Channel, Source, and Message Variables on Voting Behavior in the 1972 Illinois Primary Election. Southern Illinois U.

The purpose of this study was to investigate the influence of channel, source, and message variables while also considering the influence of candidate image and selected demographic characteristic on voting behavior in the 1972 Illinois primary election.

One hundred sixty-nine subjects in three Southern Illinois counties were interviewed. Information was obtained in the following areas: demographic characteristics; the channel, source, and message type of most confidence; semantic differentials on the candidates; and the gubernatorial and presidential candidates for whom the voters voted.

The three statistical procedures used in the analysis of the data were: factor analysis, multiple regression analysis, and z-score analysis. First, they revealed that demographic characteristics were important variables when predicting voting behavior. Of particular interest in the presidential race were religious beliefs and sex while in the gubernatorial races age and sex were significant predictors of voting behavior. Secondly, the communication variables (channel, source, and message type) did not account for a significant proportion of the variance. While people may have indicated that they placed greater confidence in and received greater amounts of political information from different channels, sources, and message types they did not appear to have had an influential impact on the electorate's voting behavior. Finally, there was a low positive correlation between the channel, source, and message type in which the electorate placed its greatest confidence and the channel, source, and message type from which it gained most information.

Hoover, Mary A. A Study of Jean Sifrein Maury's Rhetoric *Essai sur L'Eloquence de la Chaire et le Barreau*. U. Michigan.

In 1777, Jean Sifrein Maury published his rhetorical theory under the title *Discours Choisis Sur Divers Sujets De Religion Et De Litterature*. In subsequent editions, the title was changed to *Essai sur l'eloquence de la chaire et le barreau*.

Maury indicates that he was prompted to write the text because of what he chooses to call the "far fetched rhetorical patterns" being practiced in France.

The hypothesis of the paper is that as critic and rhetorican Maury affected the development of French rhetorical thought.

The plan of the study includes: a discussion of the relationship between Maury's experience, training and the climate of the intellectual life of his time to his developing views of rhetoric;

an analysis of Maury's rhetoric in relation to the classical canons; the comparison of Maury's rhetorical development of the five canons with that of George Campbell, Hugh Blair, Richard Whately and John Quincy Adams; an analysis of the possible sources of Maury's *Essai* in France, Britain and the United States; and a summary of the importance of the text.

In the findings of this paper, there is proof that Maury's rhetorical concepts were utilized from 1777 to 1895 in the teaching of public speaking. Maury's rhetorical concepts, his guidelines to the orator, and his critical views of oratory served to bridge the transitions between the Classical Movement, the Romantic Movement, the Elocutionary Movement and the twentieth century Scientific-Behavioral Movement.

Iles, Mallory Wallace. Speaker Identification as a Function of Fundamental Frequency and Resonant Frequencies. U. Florida.

The present research was conducted in the area of aural speaker identification. The purposes of this investigation were to determine whether listeners who did and listeners who did not know the speakers performed equally well on the task of speaker identification—and or differed in their types of responses, to determine whether listener performance was the same for all vowels; to determine the effect of controlled fundamental frequences (f_0) on speaker identification; to determine the relationship between speaking fundamental frequency (SFF) and speaker identification—and SFF and speaker confusions; and to determine the relation-hip between formant frequencies and speaker confusions.

The subjects for this study were six male speakers and two groups of listeners, eight who knew the speakers and eight who did not. The listeners were presented with a training session consisting of a passage read by the speakers. Following the training session they attempted to identify the speakers from recorded stimuli consisting of sentences and four vowels at each of four fundamental frequencies.

The sentence stimuli resulted in the highest speaker identification performance for all listeners. The following results were noted for the vowel stimuli. 1) The listeners who knew the speakers (Group I) performed significantly above chance while the listeners who did not know the speakers (Group II) did not perform above chance. Further, Group I performed significantly better than Group II. 2) Low vowels resulted in significantly better performance than high vowels for Group I. 3) The two lower fundamental frequencies yielded significantly higher performance than the two higher fundamental frequencies for Group I. 4) Speakers whose SFFs deviated most from the group mean SFF were significantly better identified by Group II. 5) Group I tended to confuse speakers whose SFFs were similar. Group II confused speakers whose SFFs were similar at the two higher f_0 levels, but at the two lower f_0 levels confused a speakers with another speaker whose SFF was close to the f_0 level produced. 6) For both listener groups when the speakers were paired according to SFF, the two pairs with the highest and lowest SFFs were perceived approximately twice as often when the f_0 level was most similar to their SFFs as when it was most different from their SFFs. Formant frequency means were not significantly correlated with speaker confusions.

Ivie, Robert L. Vocabularies of Motive in Selected Presidential Justifications for War. Washington State U.

This study employed intrinsic criticism to analyze the vocabularies of motive manifested in Presidential war messages or their equivalents from the War of 1812 to Vietnam in 1965 utilizing the methodological resources of Kenneth Burke's grammar and rhetoric of motives. The analysis indicated that throughout America's history of international conflict an enduring, relatively uniform vocabulary of motives has existed and that a composite vocabulary of motives can be synthesized for Presidential justifications of war.

The synthesized vocabulary contains the motives in a definite hierarchy with "rights" at the pinnacle as the primary god-term for purpose and with "law" and "democracy" as the secondary god-terms for agency. Only through the agencies of "law" and "democracy" can "rights" be secured. The other pentadic terms are substantiated by their degree of congruity with the god-terms for purpose and agency; agents, for example, are affirmed when serving freedom and denounced when advocating tyranny.

"Peace," while portrayed as a guiding purpose, is viewed as attainable only upon the fulfillment of the other terms: "peace" is the natural result of secure "rights" maintained through "law" and "democracy." "War," while not represented as a positive motive, is considered a necessary and legitimate agency when other more desirable methods such as diplomacy have failed to maintain the hierarchy.

The dynamics of these pentadic relationships were explicated in greater detail for each of the recurring definitions of the situation utilized by the Presidents: recognition of an ideal, perception of disharmony, assessment of responsibility, and determination of resolution.

Johnson, Emory M. An Empirical Study of Relevant Personality Characteristics and Attitudinal Dimensions as Predictors of Free Speech Attitudes. U. Denver.

The purpose of this study was to determine the respective relationships between the personality characteristics authoritarianism and dogmatism and free speech attitudes, the respective relationships between the attitudinal dimensions liberalism-conservation and toughness-tenderness and free speech attitudes, as revealed by prevalidated and pretested assessment instruments, and whether these personality characteristics and attitudinal dimensions are predictors of free speech attitudes, as revealed by the assessment instruments.

It was hypothesized that permissive free speech attitudes are associated with low authoritarianism, low dogmatism, liberalism, and toughness, and that information about the degree to which an individual is authoritarian, dogmatic, liberal-conservative, and tough-tender will provide information about the degree to which he is permissive or restrictive in his free speech attitudes.

A composite self-report questionnaire, composed of the Liberal-Conservative Scale and the Tough-Tender Scale of the *Social Attitude Inventory* (Eysenck, 1957), the *D Scale, Form E* (Rokeach, 1960), the *California F Scale* (Adorno, *et al.*, 1950), and the *Contemporary American Issues Attitude Scale* (Barbour, 1968), was administered to a stratified random sample of classes totalling 567 student subjects attending the Community College of Denver during Spring Quarter, 1972.

The data were treated by means of bivariate correlational analysis and multiple linear regression analysis.

All five hypotheses were confirmed. The most significant finding was that scores on measures of the four independent variables produce a linear combination which can be used to predict scores on the measure of the dependent variable, free speech attitudes.

Kennedy, Allan James. An Experimental Study of the Effect of Humorous Message Content upon Ethos and Persuasiveness. U. Michigan.

This study investigated the persuasive effect of humor upon ethos, attitude change, and retention. Hypotheses relating to different message channels and the effect of an explicit statement of intent to be funny were also tested. Subjects completed a semantic differential to measure ethos, an attitude scale on movie censorship, a retention test, and a speech rating scale in a posttest and four week delayed posttest.

The message was presented in three differing treatments: serious version, humorous version, and laughter-begging humorous version. These messages were presented via audio-tape, videotape, and live. History undergraduates were randomly assigned to one of ten groups—nine experimental and one control group.

Results found that an explicit statement of the intent to be funny significantly increased the perceived humorousness of the message. The humorous speech with the laughter-begging prefatory statement was rated as significantly more humorous in two of the three channel conditions. The use of humor in the persuasive message enhanced the ethos in the dynamism dimension in the live and videotape conditions, but not in the audio-tape presentation. The qualification and safety dimensions were not enhanced by humor. Humor did not affect attitude change or retention. The use of different channels did not effect ethos, attitude change or retention.

Four weeks later, the ethos of the speaker who employed humor was perceived more favorably. On a delayed basis, neither humor nor differing channels were found to have had an effect on attitude change or rentention.

Kinzer, Harold James. Effects of Cognitive Compatibility on Communicative Accuracy. Ohio State U.

It was hypothesized that individuals whose cognitive dimensions relevant to the communication are compatible will communicate more successfully than those whose cognitive dimensions are not compatible. The unfolding technique of scaling and the semantic differential were used as separate measures of cognitive compatibility. The major hypotheses arose from these questions: Does cognitive compatibility as identified by the unfolding technique and/or the semantic differential facilitate communication? Is there any relationship between cognitive compatibility as identified by the two methods? Do cognitively compatible subjects perceive the message to be more understandable than non-compatible subjects?

Photographs of people were used both as stimuli for the measures of cognitive compatibility and as subjects for the prose and the semantic differential message produced by six communicators. Half of the subjects read the prose, the others the semantic differential message form. For each message, they identified which of three photographs was the message subject. Expressions of confidence in the accuracy of the answers were then obtained.

Cognitive compatibility identified by the unfolding technique appeared to facilitate communication, but compatibility identified by the semantic differential did not. There was little support for other major hypotheses. The unfolding technique and the semantic differential were not equivalent measures of cognitive compatibility. Those who were cognitively compatible were no more confident of the fidelity of the communication than were those who were noncompatible.

Kochevar, John J. Multivariate Causal Models of Information Flow. Michigan State U.

On the basis of prior research and theory, a general model of the communication process was created from the following components: access factors, exposure factors, receiver factors, knowledge, attitudes, enabling factors, and behavior. Two different versions of the basic model—one with reciprocal causation among components and one without—were conceptualized to evaluate certain process notions.

Each version was operationalized with twenty-seven variables drawn from a multiphased field experiment. Brazilian farmers were first interviewed and then radio farm forums and community newspapers were established in selected villages. After the communication treatments operated four months, respondents were reinterviewed to measure knowledge gained about the agricultural innovations featured in the weekly radio broadcasts and newspapers.

Problems with the results of the blocked indicator and two-stage least-square analysis techniques restricted the kinds of substantive conclusions which could be drawn. Tentatively, however, differences between the two analyses indicated some relationships might be better conceptualized as recursive rather than strictly causative. Both analyses revealed that exposure to radio forum broadcasts had a slight influence on knowledge acquisition while the effects of community newspapers were neglible. Recommendations were made for the future use of causal models in communication research.

Maffeo, Gilbert J., Jr. The Variable of Proxemics in Audience Persuasion: A Multivariate Experimental Study. Bowling Green State U.

The purpose of the present study was to test the variable of proxemics in audience persuasion. Previous research in this area indicates that proxemics does have an effect on the persuasion process. This research primarily dealt with a scattered versus compact seating arrangement. The present study dealt with the "normal row-effect situation."

Two factors were employed in the present study. Factor I, credibility, contained two levels, high and low credibility. Factor II, proxemics, contained six levels, front and back of each of the audiences were divided into three sections. The use of an artificial grid was employed.

Subjects ($N = 108$) were pretested on attitude toward the concept of life insurance and Rokeach's Dogmatism Test. These pretests served as covariates in the study. Subjects were assigned, according to a table of random numbers, seats in one of the experimental audiences. Six weeks later, subjects were exposed to a persuasive message arguing against life insurance. Subjects were post-tested immediately on the following dependent measures: attitude toward the concept of life insurance, attitude toward proxemics, attitude toward the speaker, and attitude toward the experimental situation. Factor analysis war performed to develop all tests used in the study with the exception of the Rokeach Dogmatism Test. The present study, utilizing a 2×6 analysis of covariance randomized groups design, called for the use of the multivariate analysis of covariance test. Other selected univariate covariance tests were also employed.

Data analysis revealed that the six hypotheses advanced were not supported All multivariate tests and univariate tests failed to yield significance.

Monge, Peter R. The Study of Human Communication From Three Systems Paradigms. Michigan State U.

Human communication may be studied from a variety of intellectual perspectives. The purpose of this essay is to explore the usefulness of one particular approach: the system paradigm.

The introductory chapter examines three general scientific models for studying the communication process: the mechanistic, organic, and systemic. The defining characteristics of each model are specified, examples are presented, and the efficacy of each for communication is as-

sessed. It is argued that the systems paradigm permits the study of several important dimensions of the communication process which are not an integral part of the other models. The three system paradigms, cybernetics, structural-functionalism, and general systems theory are distinguished to establish the framework for the remainder of the essay.

Moore, Meredith A. Language Correlates of Communication Apprehension. Purdue U.

This study attempted to determine the structural language characteristics of *Ss* experiencing communication apprehension. Twenty *Ss* reporting high communication apprehension and 20 *Ss* reporting low communication apprehension on the *Personal Report of Communication Apprehension* (McCroskey, 1970) were exposed to three experimental conditions: a public communication condition, an interview condition, and a neutral condition. Hypothesis 1 stated that high apprehension *Ss* would differ significantly from low apprehension *Ss* by producing language characterized by: a) shorter sentences, b) shorter words, c) a higher verb-adjective ratio, d) a lower type-token ratio, e) a higher past tense ratio, f) a higher absolutism ratio, g) more pronouns, and h) more "non-ah" speech disturbances. Hypothesis 2 stated that the public communication and interview conditions would differ significantly from the neutral condition in the same manner. Hypotheses 1a, 1b, 1d, 1e, 1f, 1g, and 1h were rejected. Hypothesis 1c was retained and 1e was rejected, but was significantly different in the opposite direction from that predicted. Hypotheses 2a, 2d, 2g, and 2h were rejected. Hypotheses 2b, 2c, 2e, and 2f were retained. Hypothesis 2a was rejected, but was significantly different in the opposite direction from that predicted. Interaction effects were significant for verb-adjective, past tense, and absolutism ratios. High apprehension *Ss* experienced more anxiety in the interview condition while low apprehension *Ss* experienced more anxiety in the public communication condition according to the language variables examined.

Munshaw, Joseph A. The Shape of Oral Thought: Toward the Viewpoint of History as Rhetoric. U. Missouri.

The dissertation develops a paradigm which provides a framework for tracing the growth of rhetorical discourse and for writing a history of that development. Structures form the first element of the paradigm. Structures are the overriding but intangible characteristics of a historical interval or period that contemporaries understand only partially. Historians in subsequent periods develop the structures for a given era by abstracting phenomena from that era which seem to cluster around a certain characteristic. Important historical structures within a rhetorical framework discussed in the dissertation include process, time, space, causation, thought and ideology, myth, ritual, and biography.

Not only do rhetorical historians create structures in an attempt to explain the past, but persons acting in historical contexts create finite provinces of consciousness, meaning, and relationship to help explain the meaning of their existence. These finite provinces were labeled superstructure, examples of which include metaphor and universe of discourse.

Related to structure and superstructure are infrastructures which form the primary province of rhetorical transactions. Most rhetorical behaviors in society are not at the level of consciousness of ultimate definitions of existence. The roles which persons accept for themselves guide the shape that oral thought will take in most rhetorical transactions.

The dissertation attempts to construct a viewpoint whereby history can be explained by looking at rhetorical activity involving the intermeshing behaviors of entire societies grappling with the development of satisfactory definitions of themselves.

Price, Henry T. The Effect of Newspaper Design Complexity on Readership, Comprehension, Interestingness and Pleasingness. Michigan State U.

This study attempted to link D. E. Berlyne's conceptualization of the complexity variable to newspaper design and to measure the effect of varying amounts of complexity on readership, comprehension, interestingness and pleasingness. The independent variables were: horizontal and vertical headline pattern, horizontal and vertical picture pattern, and narrow measure and wide measure body type setting.

Eight different versions of the experimental page were presented as part of a four-page tabloid newspaper to 144 subjects.

It was predicted that vertical pictures, and narrow measure body type setting would result in increased readership and comprehension and would lead to higher ratings of interestingness but lower ratings of pleasingness. None of the 12 hypotheses, as worded, was supported, but three significant interactions were found.

The analysis seems to refute Berlyne's findings that interestingness and pleasingness are negatively correlated. In this study interestingness and pleasingness show a moderate positive relationship ($r = .54$).

Pryor, Albert. Resistance to Persuasive Attacks Against Belief Levels Varying in Initial Levels of Acceptance. U. Michigan.

The current study sought both to replicate and to extend the inoculation theory approach to persuasion resistance by using topics which ranged from low to high in initial levels on the McGuire 15-point scale. The study employed a $3 \times 3 \times 2$ design, including high, middle, and low belief levels; supportive, refutational-same, and refutational-different forms of defensive messages; and a time factor involving attacking messages which followed either immediately or seven days after the defenses. In addition to the replication of two McGuire topics, defensive and attacking messages were developed for two middle and two low-range belief topics.

3×2 analysis of variance which included the three defense types and the two replicated issues showed a significant variability in the mean belief levels produced by the two issues. It was suggested that the amount of resistance produced by a given defense type may be topic-bound and not universal for all cultural truisms. None of the middle- or low-range defenses conferred a significant amount of resistance to persuasion in terms of the operational definition of resistance. However, in both low and middle-range conditions all three defense types produced mean belief levels which were not significantly lower than the initial control level when attacks immediately followed the defenses.

The results were discussed with reference to possible effects of statistical regression, demand characteristics, evaluation apprehension, cognitive dissonance, and topic salience.

Rubin, Gary N. A Naturalistic Study in Proxemics: Seating Arrangement and its Effect on Interaction, Performance, and Behavior. Bowling Green State U.

The purpose of the present study was to determine if various seating arrangements would have an effect on the performance, attitudes, and behavior of 84 sixth grade students.

The study was conducted in a naturalistic setting. The 84 subjects comprised four groups ranging in I.Q. from 56 to 134. Each week for a period of six weeks the teacher rearranged the classroom setting. At the beginning and end of each week students completed semantic differential scales to determine their attitudes toward their seating position, the person they were sitting next to, the teacher's seating position, their feelings about school, and degree of class participation and verbal interaction. The teacher filled out semantic differential scales evaluating students on their class participation, written work, verbal interaction, discipline, and number of complaints.

Mean scores were determined for each of the eleven variables in each of the four groups in the various arrangements. Canonical correlation was employed to examine the relationship of one set of variables to a second set.

The results indicated that seating arangement affected the performance, attitudes, and behavior of subjects. The canonical correlation associated particular variables with specific arrangements. It was also found that I.Q. scores did correlate with particular arrangements.

The investigator stressed that the results of this study did not suggest causation. Instead the findings were to be interpreted as indications. Replication was suggested.

Sitzmann, Marion J. The Dictaminal Theories of Alberic of Monte Cassino, Hugh of Bologna, An Anonymous Writer From Orleans, and Lawrence of Aquileja. Southern Illinois U. (1971).

The two reasons for this study were to provide a history of *ars dictaminis* which traces the significance and the tradition of the medieval art of letter-writing, and to provide the English-reading student of rhetoric and public address with an English translation of the basic works of four medieval dictaminal theorists.

Since Dr. James Murphy of the University of California at Davis published a translation of pages 9-28 of Rockinger's edition of an anonymous *ars dictaminis* writer, it was thought profitable to begin work exactly where Dr. Murphy left off and undertake a translation from the Latin of pages 29-114 and pages 956-958 of Rockinger's edition. Rockinger's German introductions are omitted since they are verbose and contain numerous errors; they are, however, referred to in several places in the dissertation.

The dissertation, then, concerns the doctrine on the epistolary art of Alberic of Monte Cassino, Hugh of Bologna, an anonymous writer from Orleans, and Lawrence of Aquileja.

One of the main problems of this study was the fact that there is no secondary source material published on these four dictaminal writers.

In other words, there is no place to turn for a critical insight except the actual text itself.

The study includes classical rhetorical contributions to *Ars Dictaminis*, review of the early history of *Ars Dictaminis*, unto the treatise of Lawrence of Aquileja, and a comparative study of four *Ars Dictaminis* treatises.

Skirde, Edward G. An Exploratory Investigation of the Relationship Between the Rhetorical Process of Invention and Attitudinal Frame of Reference. Pennsylvania State U.

The purpose of this study was to investigate a relationship between the rhetorical process of invention and attitudinal frame of reference. Invention was operationally defined as the act of generating arguments on an issue-concept with the aid of a topical system. Attitudinal frame of reference was defined as consisting of the latitudes of acceptance, rejection, and noncommitment (involvement), the intensity and direction of an attitudinal position, and the importance of the issue-concept to the self.

Ninety-three subjects were asked to generate as many arguments as they could (with the assistance of a topical system) in a forty minute time period. Arguments were generated in response to the issue of legalizing abortion in the state of Pennsylvania. Attitudinal frame of reference was assessed through the use of a semantic differential, a nine-item ordered alternative list of attitudinal positions, and an importance rating scale.

The data indicated that the relative size of an individual's latitude of acceptance and rejection relates to the number of arguments an individual generates in response to an issue-concept, the extremity of a person's attitudinal position toward an issue is systemically related to the number of arguments generated, and an individual's perceived importance of an issue-concept to himself is not systematically related to the number of arguments generated.

Swingle, Edward E. The Nature of Sentential Bonds and their Relationship to Recognition and Recall. Ohio State U.

The purpose of the present study was to determine the structure of connected discourse from the viewpoint of sentential relationships, the linguistic devices that cause a series of sentences to be perceived as related, and their effect on learning. The particular linguistic devices that were selected for this study were repetition of content words between any two contiguous sentences which were varied experimentally by rotation of the sentences in such a way that common words between sentences were reduced; stylistic similarities in sentences which were experimentally varied by changes in syntax; and paragraph cues which in the case of the written message were indentation, and in the oral message, absence or presence of pauses between paragraphs. The message treatments so derived were presented orally and visually to subjects.

The amount of learning, which was a measure of the difficulty of the message treatments and an index of the effectiveness of various types of linguistic bonding, was measured by a multiple-choice test of recognition, reading time of the written message, and a test of recall. None of the mean differences between various message treatments were significant, but all means for the oral message as measured by a multiple-choice test were in the expected direction giving an indication that further investigation might be fruitful.

Veninga, Robert L. A Case Study in Organization Development: The Role of Communication. U. Minnesota.

The purpose of the study was threefold: to delineate theory and research in speech communication which has particular relevance to organization development, to describe and evaluate an organization development program conducted in an urban hospital, and to suggest a model which might be used in subsequent organization development programs.

The author suggested that theory and research related to entropy, feedback, group cohesiveness, norms, opinion leadership, and source credibility has particular relevance to organization development theory and practice. In evaluating a hospital-related organization development effort, the author did not find marked changes in subjects' attitudes, values or interpersonal sensitivity on objective measuring instruments. Subjects tended to report changes in management practices which were, in part, designed to improve interpersonal processes within the organization. A primary weakness of the organization development program studied appeared to be the lack of a systematic program designed to reinforce newly learned behaviors. The author suggested an approach to future hospital related organization development programs which include the following phases: diagnosis, intervention, evaluation, and termination.

The case study was analyzed by describing the goals and objectives of the development

program, stating the teaching-learning procedures which were utilized to meet such goals, and evaluating the development program through objective and subjective measuring instruments. The author utilized five objective measuring instruments in pre-test and post-test comparisons of individuals who were involved in the organization development program. Nine interviews with managers and nine interviews with employees were conducted to determine the possible effects of the development on the organization.

Ware, Paul D. Heckling as Distraction: An Experimental Study of its Effects on Source Credibility. Bowling Green State U.

One hundred and thirty-six Ss from Bowling Green State University's introductory speech courses were assigned randomly to groups. The independent variables were four levels of heckling distraction: high, medium, low, versus no distraction (control), and two levels of credibility: high (Harvard Professor) and low (United Parcel employee). Heckling distraction exposure were inserted randomly within a taped persuasive message. Marker variables were employed and dependent variables were factor analyzed and "purified" for greater instrument reliability.

The message was "germ free" in nature and attacked a cultural truism—the practice of getting an annual medical checkup. Following the guidelines of Zimbardo, et al., (1970), a message set was established. Results were: 1) Heckling distraction as an independent variable by itself did not significantly effect opinion differences toward the cultural truism, e.g. the practice of getting an annual medical checkup. 2) Heckling distraction did lower Ss' ethos ratings of the high credibility communicator when large amounts of heckling distraction were present (eleven heckling exposures in the high condition). 3) There was a significant, gradual lowering of Ss' ethos ratings of the high credibility communicator as heckling distraction exposures were increased, and high credibility communicator ethos ratings dropped in the high distraction condition more than any of the other distraction conditions (medium, low, or none).

Weatherly, Michael. The Comparative Communicative Power of Channels in the Dissemination of Information. Ohio State U.

This investigation was a comparison of three methods of presentation (oral only, visual only, and the oral and visual channels combined) to determine their relative effectiveness in transmitting information. Three messages concerning propaganda were developed and a test was prepared for each message. The reliabilities of the three tests ranged from 0.86 to 0.89.

The subjects were 184 undergraduate students enroiled in a mid-western university. Eight classes were chosen randomly from thirty-two sections of the basic speech course, then these were randomly assigned to the three experimental groups and control group. Each experimental group received three pre-tests, three experimental treatments, three post-tests, and three delayed post-tests. The tests and messages were rotated so that every group received all experimental treatments, but no group received the same message under the same conditions as any other group. The results were analyzed using the Analysis of Variance, t-tests, and the Standard Error of Measurement.

This inquiry indicated no significant superiority for one method of transmission over the other two. Subjects who received the oral treatment had significantly less immediate information gain than those who were exposed to the visual and oral plus visual treatments. However, the scores on the delayed post-tests produced no significant difference in the amount of information retained as a result of any of the treatments. All subjects retained a significant amount of information.

The sex of the audiences or speakers had no significant effect on the results. Some speakers achieved significantly more information gain than others.

Wertz, Marjorie D. Toward A Theory of Nonverbal Communication: A Critical Analysis of Albert Scheflen, Edward Hall, George Mahl, and Paul Ekman. U. Michigan.

Eclecticism, ambiguity of terminology, and diffuse methodologies mark research into nonverbal behavior, making it difficult to apply the contributions of such provided critical analysis of four major researchers (Albert Scheflen, Edward Hall, George Mahl, and Paul Ekman) and used their conclusions in proposing a theory of nonverbal communication.

First, Feigl's four levels of scientific explanation were adopted for comparative purposes. Critical analysis uncovered four common points of discussion among them: research focus, unit, origin, and meaning of nonverbal behavior. Second, the concepts of "system" and "process" were employed to evaluate the substantive contribution of each and to outline the tentative master theory. Six assumptions for the theory

were proposed: 1) Our social system contains the structural relationships between nonverbal behaviors and interpersonal, intrapersonal and message frameworks of communication. 2) Nonverbal behaviors function decisively to regulate the structure and content of an interaction. 3) Integrated patterns of nonverbal and verbal behaviors may appear in many settings but have predictable effects on the course and outcome of interaction. 4) The emergence of nonverbal behavior in children is partially or wholly caused by maturational processes. 5) A unit of nonverbal behavior may have meaning within interpersonal, intrapersonal, or message frameworks. 6) The process of attributing meaning to nonverbal behaviors involves acts of categorization. These assumptions integrate the system-process criteria with the major conclusions of the four researchers. The study concluded with procedures for testing the assumptions.

Wheeler, Christopher G. Effects of Verbalization and Age on Discrimination Learning and Transposition U. Iowa.

The purpose of the study was to determine the effects of verbalization and age on discrimination learning and transposition using subjects with mean ages 6.2, 8.2, 10.1, and 12.3.

Chapter I discussed the importance of the study, offered basic definitions, and stressed the importance of languege in intellectual activity.

Chapter II dealt with the question of how to properly evaluate a child's ability in dealing with conceptual problems. It was suggested that a mediational view of concept learning and utilization is an appropriate model upon which to construct a test of language as a facilitating device. Accordingly, relevant research dealing with discrimination learning, transposition, problem solving, and verbal learning was summarized and discussed.

Chapter III offered eight hypotheses relating to verbal mediation and presented a 4 x 3 design comprising four age groups and two verbal and a control condition (overt verbal—describing a learning strategy aloud; covert verbal—"saying to oneself" the learning strategy; and control—nonverbalization). Specifics of the experimental procedures were also discussed.

Chapter IV discussed the results of the experiment both in terms of analyses of variance and tests of multiple comparisons. An attempt was made to relate these findings to previous research.

The summary chapter briefly reviewed the study, discussed both theoretical and practical implications of the experimental results, and discussed possible sources of error.

Willard, Charles A. The Conception of the Auditor in Aristotelian Rhetorical Theory. U. Illinois.

The purpose of this study was to explore Aristotle's conception of the auditor revealed in his writings on nature, psychology, ethics, politics, and rhetoric; and, in so doing, to dispel the misconception held by many scholars that Aristotle thought of the auditor as "logical" or "primarily rational." Aristotle's accounts of practical wisdom and moral virtue indicate that he thought that few men ever actually attained these developed states of capacity for thinking, feeling, and acting rightly. Indeed, the *Rhetorica* assumes an auditor who is an untrained thinker, cannot and will not follow argument, is lacking in moral and practical virtues, is easily swayed by his emotions, pursues his desires without regard for the dictates of reason, has the highest respect for an orator perceived to be most like himself, and pays careful attention to speeches only when they are dealing with matters which he perceives to be in his own interests. The assumption common both to Neo-Aristotelians and to Aristotle's critics that he assumed an audience of rational men is not borne out by Aristotle's writings.

Speech Sciences

Allen, Elizabeth Louise. Perceptual and Acoustic Analyses of Selected Voice and Resonance Qualities. U. Florida.

Studies were undertaken to ascertain if a set of customary and deviant voice and resonance qualitites could be differentiated using perceptual and acoustic analyses. Additional studies were carried out to determine if the results of those comparisons could be related to both sung and spoken phonations or only to spoken phonations.

Sustained samples of back, breathy, nasal, strident, and customary spoken qualities were used in the first studies. In the second studies samples of customary sung with vibrato, customary sung without vibrato, and customary spoken qualities were used. All samples were recorded by five female speakers who had completed at least one year of training in singing. Each quality was produced on the vowels /ɑ/ and /i/ under two conditions. In the first con-

dition the speaker was given a list of the quality names and asked to produce phonations *which best represented each name. In the* second condition a recording of the seven qualities was played for the speaker and she was asked to match each stimulus quality as closely as possible.

Twenty listeners who were experienced in evaluating voices were chosen from the fields of experimental phonetics, speech pathology, singing, and psycholinguistics. These listeners were asked to categorize the randomized phonations as sung or spoken in one set and as back, breathy, customary, nasal or strident in the other set.

The results indicate that: 1) Customary spoken and the four deviant qualities could be categorized significantly above chance. 2) Samples of breathy and nasal qualities exhibited spectral characteristics which paralleled results from other studies, and specific formant frequencies were somewhat higher than those reported elsewhere. 3) Breathy and nasal qualities could be differentiated on the basis of jitter factor, and both deviant qualities had higher jitter that were higher than those for customary spoken quality. 4) Jitter factors for customary spoken on /ɑ/ were identical to those reported for males in another study. 5) Those samples of sung phonations without vibrato which were identified as sung quality had spectra similar to sung with vibrato and somewhat different from spoken quality.

Aram, Dorothy M. Developmental Language Disorders: Patterns of Language Behavior. Case Western Reserve U.

Forty-seven preschool children with developmental language disorders were given fourteen language tests designed to measure nine language tasks which included comprehension, formulation and repetition of certain phonologic, syntactic and semantic features. These language tasks were specified on the basis of a process-product model which provided a theoretical framework for the study. From the children's performance on these language tasks, six patterns of language behavior were identified through the use of the Q-technique of factor analysis. These patterns included: 1) repetition strength, 2) non-specific formulation-repetition deficit; 3) generalized low performance, 4) phonologic comprehension-formulation-repetition deficit, 5) comprehension deficit and 6) formulation-repetition deficit.

The statistical relationship was tested between the children in these six patterns and six non-linguistic measures of: sex, race, age, nonverbal IQ, socio-economic status and the peripheral speech mechanism examination. In addition, qualitative information was gathered from historical information regarding possible hearing, neurological and/or adjustment-emotional problems. Age was found to be significantly related to patterns 3 and 4 with pattern 3 children being significantly younger and pattern 4 children being significantly older than the rest of the population. Race was significantly related to pattern 1 due to the only two children in the population classified as "other" occurring in this pattern. The qualitative data suggested a trend toward children in pattern 1 having markedly deviant histories of emotional problems and pattern 5 children having a higher occurrence of possible neurological problems.

Ashby, Jon K. An Experimental Study of the Attitudes of Speech Clinicians Toward Stuttering. Louisiana State U.

This study was concerned with connotative dimensions of meaning held by speech clinicians concerning the conceptual domain of stuttering.

For this investigation, 206 practicing speech clinicians employed in seven Texas and four Louisiana school systems served as subjects. The semantic differential technique was utilized for gathering responses to seven concepts in the stuttering domain on five meaning dimensions. Concepts selected included stuttering, stuttering therapy, boys who stutter, adult males who stutter, girls who stutter, adult females who stutter, and parents of stutterers. Thirty scales for the semantic differential test instrument were selected from five different factors that have accounted for meaning in numerous factor analytic studies. These factors included evaluation, activity, potency, understandability, and anxiety.

Comparisons were made amoung various combinations of the seven concepts on the five meaning dimensions. Subjects were also grouped for comparisons on the basis of age, years of paid clinical experience, highest degree held, the number of academic courses completed in stuttering, and ASHA certification status in speeh pathology.

Results indicate that speech clinicians evaluate stuttering therapy more negatively than all other concepts. Individuals who stutter were viewed in a similar negative direction regardless of age or sex. Subjects responded more positively to parents of stutterers than to those who stutter.

When groups of clinicians were compared, results suggest that increasing age, higher degrees,

more coursework, or more clinical experience did not produce more positive, clinically productive attitudes. However, those subjects with ASHA certification in speech pathology did reveal more clinically appropriate, positive attitudinal responses than the non-certified group.

Therapeutic implications of the research findings were discussed.

Barlett, Charles Henry. A Clinical Study of a Group of Children with Specific Learning Disabilities. Northwestern U.

A study was made of fifty elementary school children referred by schools to a multidisciplinary evaluation program because of learning problems within the school setting. Mental retardation, sensor and motor losses, emotional disturbances, and socio-economic deprivation were ruled out as primary handicaps. The children were diagnosed as learning disabled. The study was undertaken to determine the number, extent, and nature of the academic problems that the children had in the four basic tool subjects of reading, spelling, arithmetic, and writing. It also identified the frequency with which certain other accompanying problems were found, their clinical descriptions, and evidence that existed for CNS impairment. Although findings were based largely upon clinical rather than objective data, an effort was made to identify associations between accompanying disturbances and severity of academic learning disabilities. Also explored was the relationship between strength of evidence of CNS impairment and severity of academic learning problems. Findings indicated that academic disabilities rather than being present in isolated subjects were more typically found in multiple academic subjects, and that there was little association between accompanying disturbances and severity of the academic disabilities. The hypothesis that children with definite evidence of CNS impairment would be more impaired in learning than those with only suggestive or no evidence was rejected. However, the difference in intelligence between these groups makes this finding questionable. Lack of patterning in these findings suggests that careful individual study is required in developing remedial educational programs. Importance of certain school variables not isolated in the study was discussed.

Beattie, Randall C. The Effects of Probe Duration and Mask Duration on Forward Masking. U. Southern California.

Forward masking was defined as an increase in absolute threshold sensitivity which dissipates within 1000 msec following mask offset. A review of the literature revealed that the dependence of forward masking on mask duration and probe duration had been inadequately delineated. Consequently, the present study was designed to accomplish this purpose.

Using a modified, descending method of limits, sixty-three thresholds were obtained on each of eighteen normal-hearing adults. Quiet absolute threshold for 1000 Hz tone-bursts was determined for seven equivalent probe durations (8, 15, 30, 45, 90, 135, and 270 msec). Thresholds for the probes were then measured following each of eight equivalent mask durations (5, 15, 45, 90, 135, 270, 540, and 1080 msec). The mask consisted of band-limited white noise presented at 70 dB SPL and the interstimulus interval was 0.8 msec as measured from mask offset to probe onset. All the forward masking data were specified as the decibel difference between the probe in quiet and the probe in noise. The results were presented as forward masking functions and in terms of statistical measures.

Bishop, Milo Ellis. A Comparative Study of Orosensory Perception in Manual Deaf, Oral Deaf and Normal-Hearing and Speaking Young Adults. Purdue U.

Little is known about the orosensory acuity and perception of the deaf in spite of the fact that orosensory feedback may be the primary means of mediating speech command and motor patterns in the absence of auditory function. Experiments were conducted which tested the orosensory acuity and form discrimination of congenitally deaf high school students. When compared with a similar group of hearing students, the deaf group demonstrated essentially normal sensory acuity—as indicated by measures of two-point discrimination—but performed poorly on tasks calling for discrimination of object shape. Subsequent testing revealed that when the "oral forms" were explored in the hand, the deaf and normal groups made essentially the same number of errors, indicating that differential performances on oral form discrimination is not due to some general cognitive overlay, but rather to deficits related to oral sensory-motor integration processes. To gain some additional insight into the nature of these processes, an investigation was conducted of the oral form discrimination abilities of deaf individuals taught to use speech as their primary means of communication. The results showed that the oral deaf subjects performed virtually the same as the normal hearing subjects. These

findings are interpreted as indicating that the normal development of the ability to integrate orosensory and oromotor activity is retarded when speech is not routinely used.

Blom, Eric D. A Comparative Analysis of Perceptual and Acoustical Features of Esophageal Speech and Speech with the Taub Voice Prosthesis. U. Maryland.

The purpose of this investigation was to compare the speech of laryngectomized individuals recently fitted with the Taub air-bypass voice prosthesis to that of superior esophageal speakers on an experimental-control basis. The Taub air-bypass prosthesis is an external device which permits esophageal phonation to be supported by pulmonary air immediately upon insertion of the prosthesis.

Six highly trained esophageal speakers and six untrained speakers using an air-bypass voice prosthesis participated in this investigation. Measures of listener acceptability, speaker intelligibility, word-per-minute oral reading rate, voice fundamental frequency, and percentage of time spent in periodic phonation, aperiodic phonation, and silence were made from recorded speech samples.

With the aid of the Taub voice prosthesis untrained laryngectomized individuals previously unable to acquire functional esophageal speech became highly effective speakers. They were judged to be as intelligible and acceptable as highly trained superior esophageal speakers. Speakers using the Taub air-bypass prosthesis compared favorably with superio. esophageal speakers with respect to voice fundamental frequency, amount of time spent in aperiodic phonation, and amount of time necessary to say a 12-word sentence. Speakers fitted with an air-bypass prosthesis tended to spend more time in periodic phonation and less time in periods of silence than did the esophageal speakers used in this investigation. Word-per-minute speaking rates for the esophageal speakers were somewhat faster than rates recorded for the speakers using the Taub prosthesis. Speakers in both groups demonstrated word-per-minute rates that are close to normal.

Bruening, Robert A. Perceived Nasality as a Function of Several Variables. Case Western Reserve U.

Measurements of vowel duration in perceptual nasality investigations are not routinely implemented. Moreover, vocalic intelligibility is, for the most part, uncontrolled by nasality investigators. The present study was designed to investigate in a nine-by-four-by-three analysis of variance design the influence of the primary variables of vowels, duration, and context upon the dependent variables nasality and intelligibility. Significant main effects were obtained for the three primary variables and nasality in addition to significant main effects for the two variables, vowels and duration, and intelligibility. Context approached significance in the latter instance. Significant duration X context two-way interactions were obtained for both nasality and intelligibility. A near-zero correlation was obtained for the nasality and intelligibility data. Both nasality and intelligibility reliability were significant beyond the .01 confidence level.

A pilot study designed to obtain a speaker with an extended nasality range favored a functionally nasal speaker. His natural durations for the test vowels were measured and served as a basis for determining the other test durations, ½ normal and 2X normal durations. The fourth experimental duration was a constant 4.0 seconds.

Generally, nasality increased with duration and constrastive intelligibility patterns accompanied contextual variations beyond the normal durational level.

The fundamental conclusions are that duration is a significant variable in rating nasality, and that while vocalic intelligibility may not be a significant factor associated with nasality, its variation as a function of the duration X context interaction merits further examination.

Carnell, C. Mitchell, Jr. Criteria for the Evaluation of the Strengths and Weaknesses of Co nmunity Speech and Hearing Centers. Louisiana State U.

The purpose of this study was to develop criteria for the evaluation of strengths and weaknesses of community speech and hearing centers.

A list of 173 features that had been designated as important in the functions and practices of community speech and hearing centers was extracted from the professional literature.

The determination as to which features were key features was arrived at through a three step procedure. First, the list of features was presented to a panel of 20 experts. The panel was asked to indicate the importance of each feature through its designation on a five point scale. Second, the apparent consensus was reported to each panel member and the member was asked to indicate if he agreed or disagreed with

the apparent consensus. On the basis of the returns the first estimate of the panel consensus was modified slightly. Finally, the viewpoint of the group of experts was tested empirically by requesting the executives of the 10 centers which had been selected as outstanding to indicate whether each of the features was present in the respective program at the present time.

Ninety-two features were eventually designated as key features. Two other groupings of features which did not survive the three step procedure are also summarized. These were the features that were originally designated as excellent but were not present in nine or more of the programs of the outstanding centers. The final group is composed of those features originally designated as adequate.

Carta Falsa, John S. A Study of Phonetic (Sound) Reinforcement and Generalization Learning. U. Southern California.

This study investigated the hypothesis that the greater the frequency of exposure to and reinforcement of specific phonetic units (speech sounds), the greater will be the evidence of generalization learning. The /r/ phoneme (speech sound) was chosen.

A 6-foot × 8-foot room, devoid of all objects except a 14-inch × 96-inch 3-shelved, open-sided bookcase which housed 50 /r/ phoneme word objects, was used. Twenty-five of these 50 /r/ phoneme word objects were selected at random and were called the /r/ phoneme cue word objects. The five subjects studied here were three males and two females, ages 2.9 through 3.0, who demonstrated incomplete development patterns with respect to the /r/ phoneme according to the McDonald Deep Test; had facility to use speech easily; had a vocabulary comprehension level equivalent to the 40th centile of their chronological age; had normal hearing acuity thresholds; and had no apparent neurological abnormalities.

Data derived from the pre- and post-McDonald tests showed changes in articulation quality scores in four subjects with a $P > .99$. One subject showed no statistically demonstrable change in articulation quality scores. Data derived from comparison of the first and the eighth weeks showed four subjects with changes in articulation quality scores with a $P > .999$ whereas one subject showed no statistically demonstrable change in articulation scores.

Statistically significant evidence from four out of five subjects supports the hypothesis that the greater the frequency of exposure to and reinforcement of specific, phonetic units (speech sounds) the greater will be the evidence of generalization learning.

Cole, Robert C. Stuttering and Time Perspective. U. Southern California.

The purposes of this study were to test the hypothesis that people who stutter will report that they experience more difficulty while talking about tomorrow as compared with talking about yesterday or today and to ascertain possible correlations between time-oriented topics and observable behaviors. The research questions generated were: 1) Will people who stutter report that they experience more difficulty while talking about anticipated events of tomorrow as compared with talking about yesterday or today? 2) Will reaction time be significantly correlated with speech topic? 4) Will word output be significantly correlated with speech topic? 5) What constructual dimensions could be derived from the data to provide a clarification of the interrelationships among the following variables: reaction time, word output, reported difficulty, age, order of speech task, and stuttering?

Twenty-one subjects who met the specified criteria for selection were used in this experiment. This included equal groups of children, teenagers, and adults. They were asked to talk continuously for three minutes on three preselected topics. The subjects were instructed that they could start talking immediately following the presentation of a cue card indicating the topic, or that they could think about each topic as long as they liked before they began. The topic sequence conditions were systematically varied to control for an order effect. The following statement was made immediately upon completion of all speaking tasks: "Now, tell me when you experienced the most difficulty, when you were talking about yesterday, when you were talking about today, or when you were talking about tomorrow." Reaction times to each topic were noted to the nearest second. A two-out-of-three judges agreement on moments of stuttering was later obtained from listening to the recorded tapes. Word output on each topic was also obtained from the tapes.

Individuals who stutter appear to be apprehensive about their respective futures. Their covert experiences while speaking, however, do not necessarily parallel overt behavior. The results of this investigation indicated that they experienced more difficulty internally although reaction time, stuttering, and word output did not vary significantly as related to topic. Treat-

ing attitudes, therefore, may not affect stuttering behavior.

Cook, Darrell R. The Effect of Reinforcement Loss on Speech Disfluency in Young Children. Case Western Reserve U.

Response-contingent presentations of various stimuli (white noise, electric shock, verbal stimuli, time-out from positive reinforcement, response cost) have effectively reduced disfluencies in adult stuttering subjects without slowing speech rates. Using child subjects, this study attempted to design an experimental procedure to investigate two questions: 1) will introduction of punishment by reinforcement loss significantly decrease disfluency rates in young children from baseline levels and 2) do disfluency rates increase as the number of words increase? It was hypothesized that reinforcement loss would decrease disfluency rates without requiring slower speech.

During the first three of eight 24-minute sessions, five children, 4½ to 8 years old, repeated stories to a clown doll. While receiving token reinforcement (poker chips exchangeable for pennies) on a variable interval schedule, a red light in the clown's nose was lighted. During session four (baseline), two independent observers recorded subjects' disfluency levels. In sessions five through seven (treatment), four minutes of reinforcement were alternated with equal time-out periods. In the latter condition, the red light was extinguished and reinforcement withdrawn for ten seconds following each emitted disfluency. Each additional disfluency emitted during timeout was recorded by a counter, and the total (response cost) subtracted from the reinforcements earned. Together, time-out and response cost constituted reinforcement loss. In session eight, baseline conditions were reinstated.

Neither the analysis of variance performed on the treatment sessions data nor the percentages of reduction comparing baseline and treatment disfluency levels supported the hypothesis that reinforcement loss reduces disfluencies. Product-moment correlations did not demonstrate a consistent direct relationship between disfluency and speech rates.

Cooper, Donna. Word Familiarity and Frequency of Stuttering. U. Southern California.

The purpose of this study was to investigate word familiarity as a factor in determining loci and frequency of stuttering. The experimental hypotheses tested were: 1) Significantly more stuttering will be observed on unfamiliar words than on familiar words. 2) Significantly more stuttering will be observed *on non-test words* before test words than after test words. 3) Significantly more stuttering will be observed on non-test words in never-word-sentences than in frequently-word-sentences. 4) A significant difference will be observed between the number of never and frequently words identified as "Jonah" words.

Within the limitations imposed by the nature of the experimental design and the number and selection of subjects, the results of this investigation support the following conclusions: 1) Stuttering occurs significantly more often on unfamiliar (never) words than on familiar (frequently) words. 2) The frequency of stuttering is not significantly different on non-test words before and after test words. 3) The frequency of stuttering is not significantly different on non-test words in never-word-sentences and in frequently-word-sentences. 4) Significantly more frequently words than never words are identified as Jonah words.

Craven, Duane C. An Investigation of Pupillary Response Preceding Expectancy and Stuttering. U. Southern California.

The purpose of this study was to investigate pupillary response as a function of stuttering and expectancy to stutter. The following questions were posed for the purposes of this study: 1) Is pupillary response functionally related to stuttering? 2) Is pupillary response functionally related to expectancy to stutter?

The results of this investigation tend to support the following conclusions: The mean pupil size tends to increase inconsistently from mean baseline pupil size during a ten-second period preceding stuttered speech. The mean pupil size tends to increase consistently from mean baseline pupil size during a ten-second period preceding fluent speech. The mean pupil size tends to increase inconsistently from mean baseline pupil size during a ten-second period preceding signaled expectancy to stutter. The mean pupil size tends to increase consistently from mean baseline pupil size during a ten-second period preceding signaled expectancy not to stutter. The mean pupil size tends to increase from mean baseline pupil size while viewing words that had been rated two weeks earlier as high expectancy to stutter. The mean pupil size tends to increase from mean baseline pupil size while viewing words that had been rated two weeks earlier as low expectancy to stutter.

Crerar, Mildred O. Changes in the Intensity of an Overt Response Before, During, and After Instances of Stuttering. U. Southern California.

The purpose of this study was to investigate variations in the intensity of an overt response other than stuttering before, during, and after instances of stuttering, and to compare these intensity measurements with the intensity of the overt response before, during, and after instances of fluency and of nonspeaking. The hypothesis tested was: the intensity of an overt response which differs from stuttering will vary directly with moments of stuttering. This hypothesis was based on two assumptions: if stuttering is a stressful event for the speaker, this stress will energize a variety of responses, overt as well as organic, and from the standpoints of parsimony and empiricism, the preferred method for measuring the possible presence of stress would be to utilize an overt response.

The act of pushing a spring-loaded lever was selected as the overt response. The hypothesis was tested separately under two different definitions of intensity: in terms of the relative force of the push as measured by its peak amplitude, and in terms of total energy expended during the push, as an integrated time-force measurement, i.e., the entire area under the push curve.

The following conclusions were reached: 1) The concept that stuttering acts as a generalized internal energizing force, in the sense that it will increase the amplitude of another response associated with it, is negated by the results of this study. Results from integrating the force of the push with the time taken for its completion indicate that significantly more energy is expended during stuttering. This would also indicate a tendency toward disorganization of generalized motor behavior during stuttering, but not necessarily a motor block, where all behavior ceases. 3) If an anticipatory reaction preceded stuttering and tension reduction followed stuttering in this study, their presence could be reflected only in the reverse-from-predicted direction of the amplitude measurements. The integrated time-force measurements, however, did tend to support tension reduction immediately following stuttering.

Dalston, Rodger Millard. A Spectrographic Analysis of the Spectral and Temporal Acoustic Characteristics of English Semivowels spoken by Three-year-old Children and Adults. Northwestern U.

The purpose of the present investigation was to determine the spectral and temporal characteristics of word-initial allophones of /w/, /r/ and /l/ phonemes produced by three-year-old children and adults. Tape recorded speech samples were obtained from ten three-year-old and five adult speakers of General American English. The children were selected, in part, on their ability to demonstrate normal articulation for their age.

The speech samples recorded for analysis enabled the sampling of /r/, /l/ and /w/ in each of the following contexts: /i/, /ɑ/, and /u/. Each test word was subjected to spectrographic analysis and the data obtained were analyzed by computer using a multivariate analysis of variance design. A panel of twenty-five phonetically naive adult listeners were employed to separate the children's "correct" from "incorrect" semivowel productions.

The findings support those of previous studies demonstrating that the relative frequency values of the first three formants are very important to the identification of word-initial allophones of /w/, /r/, and /l/. In addition, however, it was found that the steady-state duration, first formant transition duration, and first formant transition duration, and first formant transition rate of correct productions of /l/ differed sufficiently from those of /w/ and /r/ to suggest that they could be of phonemic value.

It was determined that the children who appeared to the adult listeners to be substituting /w/ for /r/ or /w/ for /l/ were, in fact, producing a sound that did not manifest the acoustic characteristics normally associated with correct productions of /w/. The findings of the present investigation were discussed and interpreted in terms of a phonological model of children's articulation competence.

Durrant, John D. The Effects of Direct Current Polarization of the Cochlear Partition on the Summating Potentials. Northwestern U.

The effects of electrically biasing the cochlear partition on the summating potentials (SP) were investigated in the guinea pig cochlea. DIF (DIF = SV-ST) and AVE (AVE = SV+ST) SP responses as well as microphonics (CM) were recorded and the cochlear partition polarized in the first and third turns under numerous stimulus parameters. DIF— and AVE+ components were enhanced by position polarization and depressed by negative polarization, effects qualitatively the same as observed in the CM. However, the change induced in the former responses was proportionally three or more

times greater than that seen in the CM. The DIF+ and DIF— were observed to exhibit the "same absolute direction of change" under polarization. Thus, DIF responses as a class become less positive or more negative under positive polarization while negative currents have the opposite effects. Systematic changes in the AVE— under biasing could not be demonstrated. It was concluded from these findings that electromechanical nonlinearities contribute to the generation of the SP, particularly the DIF components, although this form of distortion is probably not the only contributor to SP production. The AVE+ may be another manifestation of [illegible]r— whereas the AVE— may arise due to the cable properties of the cochlear partition. The results of this investigation illustrate the complexities of distortion production in the cochlea as related to the SP.

Forcucci, Richard A. Preschoolers' Verbal Reaction Time in Perceiving Various Phonetic Features. U. Illinois.

Reaction time (RT) has proven to be a useful measure for assessing phoneme perception in adults. No attempt has been made to employ a RT method to study phoneme perception in preschool children.

The purposes of this study were to assess the usefulness of a verbal reaction time (VRT) technique for studying speech perception in preschool children and investigate the degree to which processing differences for various phonetic features are reflected in VRT's.

Forty male and 40 female children with a median age of 4-10 were tested individually. Reference stimuli were the four syllable-initial consonants (t, d, s, z) represented by the pictures of toe, dog, saw and zoo. Each of four groups of 20 *Ss* was serially assigned to a single pictured reference. All *Ss* heard 42 live-voice stimuli, half of which were identical to the reference (e.g., "Is this /tou/? Is this /kou/?") and responded "yes/no." Nonmatching items which contrasted only with the initial phoneme of the reference words differed by place, voice and manner of articulation, and their four permutations. Each *S*'s session was tape recorded and from these recordings 2,160 VRT's were obtained under contrastive and noncontrastive conditions by measuring the distance between each stimulus and response and converting the distance measurements into millisecond equivalents.

A significant two-way interaction occurred between the four reference stimuli and feature conditions. Subsequent tests indicated that the speed with which discriminations were reported was significantly influenced, in a highly complex way, by the phonetic characteristics of the reference phoneme, number and type of feature contrasted, interaction between reference phoneme and features contrasted and direction of the discrimination. On the basis of VRT measurements, it appears that young children perceive phonemes systematically and, to some extent, the pattern is predictable.

Ford, Ronald W. A Comparative Analysis of the Responses of Sensori-Neural Hypacusics to Four Speech Discrimination Tests. U. Maryland.

Two groups of listeners, 15 with normal hearing and 73 with sensori-neural hearing loss, were used in this study. Specifically, this investigation was designed to compare the speech discrimination scores of hearing-impaired listeners as measured by four recorded discrimination tests: the CID Auditory Test W-22, the PAL Auditory Test PB-50, the Modified Rhyme Test (MRT), and the Northwestern University (NU) Auditory Test No. 6. These monosyllabic speech discrimination tests were presented to the listeners at the sensation levels of 8, 12, 16, 20, 24, 28, 32, and 36 dB (Re: SRT).

Articulation-gain functions, standard deviations, and standard error scores were derived from each test to determine the effects of intensity on speech discrimination ability. Additionally the hearing-impaired listening group was divided into two sub-groups based on their pure-tone audiometric configurations and the severity of their hearing losses. Articulation-gain functions, standard deviations, and standard error scores were generated for each sub-group to determine the effects of audiometric configuration and severity of hearing loss have on speech discrimination ability.

Analysis of these data showed that normal-hearing listener's responses variability, as measured by their standard deviations, tended to decrease proportionally to increases in the intensity of the signal. Hearing-impaired listener's standard deviations were relatively independent of the signal intensity, remaining large at each sensation level. Speech discrimination scores of hearing-impaired listeners were influenced significantly by audiometric configuration and minimally by the severity of their hearing loss.

Gardner, Julie O. Chronological Age and Grammatical Development as Determinants of the Proportions of Disfluencies on Lexical and "Function" Words in Preschool Children. U. Southern California.

The purpose of this study was to investigate the proportions of lexical and function word disfluencies to total lexical and function words found in speech samples of preschool children with respect to chronological age and grammatical development. This study was specifically designed to answer the following questions: 1) What is the relationship between chronological age and the proportion of lexical and function words disfluent in speech samples of preschool children 2) What is the relationship between grammatical development and the proportion of lexical and function words disfluent in speech samples of preschool children?

Forty normal children were selected, ten from each of four age levels: three, four, five, and six years of age. Speech samples of each child were obtained in his home by means of a radio telemetry tape recording apparatus. Sampling occurred over selected periods of time during a one day period. On the preceding day, each child was individually administered the Northwestern Syntax Screening Test (Lee, 1969). Statistical relationships were determined among chronological age, grammatical development, and proportions of lexical and function word disfluencies to total lexical and function words in the speech samples. No significant statistical relationships were found among these variables.

The following conclusions can be drawn from the results of this study: 1) Age is not associated with lexical or function word disfluencies. 2) Proportionally more disfluencies occurred on "function" words than lexical words at all age levels. 3) Grammatical development is not associated with lexical or function word disfluencies.

Gonzalez, Joseph F. A Comparative Study of the Spontaneous Connected and Orally Read Speech of a Selected Group of Black and White Children with Normal and Defective Articulation. Florida State U.

The purpose was to describe and compare the articulatory behavior of a group of children with normal and defective speech as it occurred in spontaneous connected speech and oral reading. Eight children with normal speech and eight children with articulatory defects between the ages of ten and thirteen years of age were selected.

A tape-recorded sample of the spontaneous connected speech was obtained from each child. A 100 word segment was selected from the spontaneous speech sample for analysis. This segment was orthographically transcribed and typed on a primer typewriter. Each subject was tape-recorded reading his own language sample. Both the spontaneous speech and oral reading samples were subjected to phonologic, grammatic, and instrumental analysis.

Phonologic and grammatic analyses were accomplished with the assistance of a computer program. Physical measures were obtained from conventional graphic level recordings.

Results indicated significant differences in the articulatory behavior of both groups under both conditions. The normally speaking subjects demonstrated significant differences in their manipulation of duration under the two conditions. The defective speaking subjects demonstrated significant differences in the phonologic parameters measured under the two conditions. Both groups were found to be more proficient in their articulation under the condition of oral reading.

These results suggest the need for a revision of the traditional articulatory testing and treatment procedures.

Goodban, Marjorie M. T. The Significance of the Source Spectrum in Speaker Identification. U. Illinois.

The generally accepted acoustic theory of speech production states that the source spectrum is phonemically invariant from speaker to speaker and consequently would not contribute to speaker identification. It was the purpose of the present investigation to investigate this theory to determine whether speakers could be identified on the basis of an analog form of the source spectrum.

The method of transillumination-photoconduction was used to obtain glottal recordings from 10 male and 12 female adult speakers. A simultaneously produced acoustic speech wave was also obtained from each speaker.

After obtaining 100 per cent correct identification of the acoustic recordings, the 10 listeners identified the glottal recordings. As revealed by a binomial expansion the obtained scores for the glottal recordings indicated chance correct identification for both the male and female glottal recordings. However, the score of zero per cent for the female glottal recordings occurred greater than chance would indicate.

The results of the investigation indicated that, as predicted by the acoustic theory of speech production, speaker identification could not be made on the basis of the source spectrum when frequency and intensity were controlled. The greater than chance occurrence of the score of zero per cent for the female glottal record-

ings seemed to indicate that the female acoustic signal provided misleading information. Thus, the findings indicated male-female informational differences in glottal source and/or transfer function. The theoretical implications of these findings supported the general findings of other investigators.

Hadjian, Sophia. Intraoral Air Pressures for /s/ in Isolation and Selected Syllables Uttered by Children with Normal Articulation. State U. New York at Buffalo.

The purpose of this study was to examine intraoral air pressure patterns associated with the fricative consonant /s/ when uttered by children with normal articulation. Peak pressures and duration of pressures were examined in relation to the /s/ in isolation and in syllables containing the vowels /i/, /u/, and /ɑ/.

Intraoral air pressure was studied by placing a pre-fitted sensing tube extending from the subject's maxillary dental arch around the last molar. The other end of the pressure sensing tube was connected to a pressure transducer which was connected to a two-channel ink-writing instrument permitting simultaneous recording of air pressure and the acoustic speech signal.

The Random Effects Model for the analysis of variance was used to test the stated hypotheses. In addition, correlations were performed between each of the speech samples to examine the overall pattern of pressures associated with the /s/ phonemic contexts.

The findings were as follows: 1) There are no specific patterns that produce "strong," "moderate," or "weak" correlations. Thus the relationship between the phonemic speech samples studied is not predictable for either peak pressures or duration of pressures. 2) Subject variability was significant, therefore it was necessary to study the subjects as a main effect variable along with each other variable of interest in this investigation. (3) The interaction term was significant in all but one of the analyses performed which suggests that the subjects must be taken into account when studying intraoral air pressure.

Hartley, Harold V., Jr. Thresholds for Short Increments of Intensity. Kent State U.

This study describes intensity difference limen for six subjects with normal hearing and six subjects with a noise induced hearing loss using the psychophysical procedures employed in the short increment sensitivity index (SISI) test. It was hypothesized that there would be no differences between the two groups of subjects on the intensity difference limen when they were compared at the same frequency (Hz) and same sound pressure level (SPL).

Short increments of intensity were suuperimposed on a continuous tone in 10 dB steps at SPLs from 10 dB above the subjects' threshold to 110 dB. The increments were 300 msec in duration with a rise and decay time of 50 msec. These increments were presented to the subjects in 0.25 dB steps from 4.00 to 0.25 dB at each test intensity. Threshold for short increments were established at each SPL for the frequencies 250, 500, 1000, 2000, 4000, and 6000 for the normal hearing subjects and for the frequencies 1000, 2000, 4000 and 6000 for the noise induced hearing loss subjects. All testing was done in a two-room sound isolated booth.

Thresholds for short increments of intensity were approximately 2.00 dB at the 30 dB SPL, 1.00 dB or smaller at the 50 dB SPL, and 0.15 dB at 100 dB SPL. This pattern of decrease in increment threshold size was similar for the six frequencies for the normal hearing subjects and for the 1000 and 2000 Hz for the subjects with a noise induced hearing loss. Variability was greater at the lower sound pressure levels than at the higher levels; the standard deviations at 30 dB presentation level were near 0.50 and at the 100 dB level were approximately 0 30. The normal hearing subjects and the subjects with a noise induced hearing loss did not differ significantly in mean thresholds for increments of intensity at comparable SPLs for 1000, 2000, 4000, and 6000 Hz.

Since increment thresholds for the two groups did not differ significantly when SPL was held constant, it is reasonable to challenge the general vailidity of the SISI test for the identification of cochlear lesions. That is, the SPL of the signal determined the size of the increment threshold when the sound was audible and not the ear pathology for the subjects included in this study. On the basis of this research and the research reviewed, it is recommended that positive SISI test scores not be interpreted as indicating the presence of a cochlear lesion.

Hazen, Barry M. The Effects of Changing Phonetic Context on the Voiceprint Identification Technique. State U. New York at Buffalo.

The validity of the file card system of Voiceprint Identification, the technique of identifying

individuals by visually examining sound spectrograms of their speech, was investigated to determine how well it fulfills its purpose of minimizing the effects of contextually caused spectral variation.

Trained subjects made decisions concerning the identification of unknown speakers from a population of fifty known speakers, each represented by two spectrograms of each of five monosyllabic words. Unknown speakers were represented by a single spectrogram of each of these words. Five experimental conditions were created by combining two variables. The first was phonetic context where both known and unknown speech samples were excerpted from either the same or different contexts. The second was speaker inclusion where the unknown speaker was either definitely included or possibly excluded from the speaker population.

Two tasks were performed for each condition. For the first task, subjects eliminated all speakers they were certain were not the unknown speaker, reducing the population to a small number of likely possibilities. For the second task, subjects made identification decisions, either attempting absolute identification or stating that the unknown speaker was not included in the population.

Statistical analysis provided significant differences in error rates between same and different context conditions for both tasks indicating that the file card system does not effectively minimize contextually caused spectral variation.

Error rates were large indicating that under the conditions of the present study, Voiceprint Identification is not a valid technique of speaker identification.

Holstead, Lisa N. Thoracic and Laryngeal Interaction in Regulating Subglottal Pressure During Phonation. U. Illinois.

This study investigated reciprocity between laryngeal resistance and thoracic checking action in controlling subglottal pressure during phonation.

It was hypothesized that inspiratory muscles would continue contracting during phonation at high lung volume to maintain subglottal pressure. It was suggested, further, that this thoracic checking action would be the dominant control mechanism with low glottal resistance while with high resistance the larynx would provide the checking action. It was also hypothesized that air flow would be greater at high pitch, with greater increase in flow accompanying an intensity increase at higher pitches.

Pneumotachographic, acoustic, and electromyographic recordings were made of four trained and four untrained male singers as they prolonged the vowel /ʌ/ beginning at 90% vital capacity. Each subject phonated under eight pitch and intensity conditions. Electrodes were placed on the external oblique, internal, and external intercostal and sternocleidomastoid muscles.

In conclusion: Thoracic checking action occurs and may be dominant in controlling subglottal pressure with low glottal resistance. At extremely high pitch and intensity thoracic checking action is absent, presumably because laryngeal resistance is sufficient to maintain subglottal pressure. The external intercostal is most consistently associated with checking action. Singers tend to make limited use of the upper thoracic muscles perhaps indicating a predominance of lower thoracic or abdominal breathing. Air flow is greater under conditions of high glottal resistance. Intensity increase is more dependent on increased flow at high, rather than low, pitch. The results may have implications for vocal training and for voice therapy.

Jensen, F. Michelle Wark. An Experimental Study of the Effects of Fluency Feedback and Stuttering Feedback on the Subsequent Frequency of Stuttering, Utterance Duration, and Latency of Response. U. Southern California.

This study was concerned with the speech behavior of individuals who exhibit disfluencies designated as stuttering. The purpose was to investigate the effects of receiving auditory feedback of the speaker's own disfluent speech versus receiving auditory feedback of his own fluent speech, upon his subsequent speech performance. This approach was derived from a feedback model of the speech mechanism which asserts that speech production is actually controlled by feedback from the output.

Two types of auditory feedback (feedback of fluent productions only and feedback of stuttered productions only) were the independent variables. The dependent variables, changes in speech performance, were measured by three parameters of speech: frequency of stuttering, utterance duration, and latency of response.

Nine stutterers serving as their own controls read words aloud under three conditions of auditory feedback treatment: fluency feedback, stuttering feedback, and no feedback (control).

Fluency feedback consisted of the immediate replay of each utterance that was judged to be spoken fluently. Stuttering feedback treatment was the immediate replay of each utterance that was judged to have been stuttered. For the control treatment, none of the speaker's utterances were replayed.

The results of this investigation support the following conclusions: Receiving auditory feedback of either fluently spoken or stuttered utterances seems to have little effect on frequency of stuttering or on the amount of time taken to say a word, at least as far as single-word utterances are concerned. However, receiving auditory feedback of fluently spoken utterances does result in shorter latency of response, that is, less time taken in preparing for the utterance.

Kaplan, Netta R. An Investigation of the Effects of Self-Awareness Training On Variables Pertinent to the Student-Clinician Client Relationship. Wayne State U.

This study investigated the effects of self-awareness training on variables pertinent to the student clinician-client relationship. The subjects were 18 students enrolled in their first course of clinical practice. Nine composed the control group and had traditional supervision while nine composed the experimental group and participated in five group sessions related to self-awareness acquisition along with regularly scheduled supervision. The design and sequence of group sessions emphasized group growth with the focus on exercises relevant to speech pathology.

Data to assess the effect of the group experience was proved by video taping all subjects twice in actual therapy sessions. The first tape, the pre-tape, was completed prior to the first group session, and the second tape, the post-tape, was completed after the final group sessions. Randomized segments of the video tapes were analyzed by independent judges using an interaction scale developed for this research. This scale was in four areas: clinician's interpersonal verbal behavior, clinician's non-verbal behavior, the client's behavior, and speech-oriented behavior.

The data for statistical analysis was provided by a frequency count in each category. Each category was them analyzed using a 2×2 repeated measure analysis of variance design.

Results indicated significant difference between the two groups in social support, positive facial expressions and gestures, and client cooperative behavior with the experimental group demonstrating more of this behavior. The control group also demonstrated more restrictive verbalization.

Implications from the research are to include group awareness programs in training programs in speech pathology.

Loovis, Carl F. Monotic and Dichotic Perception of (0-500 msecs) Time-Staggered CV Monosyllables. Louisiana State U.

Twelve female subjects were used to study effects of time-staggered, paired CV nonsense syllables on dichotic and monotic listening. The naturally produced syllables were /pa/, /ba/, /ta/, /da/, /ka/, and /ga/, whose onsets were aligned simultaneously, then 90, 180, 250, and 500 msecs apart. A condition designated "boundary" (alignment of CV's at the beginning of large amplitude periodicity) was also used.

The study investigated what happens to lead-lag functions by ear when stimuli are time-staggered to 500 msecs and what happens to the right ear laterality effect and to voiced-unvoiced differences when stimuli are aligned at their boundaries.

Dichotic results showed a right ear laterality effect at simultaneity. At 90 msecs, the right ear in the lag position surpassed the left, but when the left ear was put in the lag position, it equalled the right. Beyond 90 msecs, differences attenuated and there was no lag effect. Leading and lagging CV's were equally intelligible at 500 msecs. The boundary condition enhanced laterality effect and markedly attenuated the preponderance of unvoiced over voiced CV identification seen in the simultaneous condition. Monotic results revealed no ear superiority at simultaneity and ear symmetry was maintained at all time conditions. The lead stimulus was reported at virtually 100 percent accuracy for all time conditions from 90-500 msecs. Lead and lagging CV's were perceived with almost 100 percent accuracy at 500 msecs separation. The boundary conditions introduced no laterality effect, and reversed the preponderance of voiced over unvoiced CV identification.

Lund, Nancy J. The Effect of Similarity of Bisensory Stimuli on Short-Term Recall of Verbal Items. U. Maryland.

The purpose of this study was to investigate the nature of cues stored in STM that enable recall of verbal items. The hypothesis was that recall errors would be most frequent when two items that share similar cues, corresponding to the cues stored in STM, were presented

simultaneously. Two possible modalities were considered, acoustic coding and articulatory coding. The experimental design was devised to determine if significant differences occurred in the number of recall errors made on or following bisensory pairs of syllables that were either acoustically similar or similarly articulated. It was thought that significantly more errors would occur on or following acoustically similar pairs if an acoustic code were used, and on or following similarly articulated pairs if an articulatory code were used. Acoustically similar pairs consisted of CV syllables that differed by place of articulation of a stop consonant and shared a common vowel. Similarly articulated pairs consisted of CV syllables sharing a common consonant and differing by the vowel. Two vowels /ɑ/ and /ɔ/ were chosen for their similar articulatory patterns. One syllable was presented auditorily simultaneously with a subject's production of the other syllable, providing simultaneous and competing auditory and kinesthetic sensations. Significantly more than an expected number of recall errors were found to occur immediately following pairs that were similarly articulated. Types of errors were analyzed. Results generally tended to be more consistent with the articulatory code hypothesis.

Marshall, George M. Sex Typing of Speech of Prepubertal Children. Louisiana State U.

In this study, utterances of prepubertal children were examined for the purpose of limiting and isolating linguistic variables which may be important for aural perception of sex. The subjects were third grade children, twenty-one boys and twenty-two girls. Each of the children, produced nineteen types of utterances which included connected speech, isolated (sustained) vowels, and consonant-vowel and consonant-diphthong syllables. Tape recordings of the utterances were presented to a panel of adult listeners who identified speaker sex after each utterance.

Eighty-six percent of listener identifications of boys and eighty-seven percent of identifications of girls were correct on minimally structured free speech. Sex of the children also was identified on two sentences in which language content was held constant.

A number of significant interactions were found between sex and utterance type. Correct identifications of boys increased when they produced low vowels in isolation. Conversely, identifications of girls increased when they produced high vowels. Boys were correctly identified on all six of the consonant-vowel syllables tested. Girls were correctly identified on four syllables only. Place of articulation and voicing in consonant-vowel and consonant-diphthong syllables significantly affected the identification of girls but not of boys. An interaction between diphthongization and corerct identification of speaker sex was observed.

The major contribution of the study is that the identification of prepubertal speakers appears to be differentially related with some of the linguistic classes and that interactions are found between sex and certain linguistic features.

Mattingly, Susan Carol. Psychological Characteristics of Selected English Consonants. Ohio State U.

The purpose of this study was to investigate the psychological characteristics of selected English consonants. The phonemes studied were /p, t, k, f, θ, s, ʃ, b, d, g, v, ð, z, ʒ, m, n/. Utilizing a short-term memory paradigm (Peterson and Peterson, 1959), the 16 stimuli, each paired with the vowel /a/, were presented in sets of four, followed by a numerical subtraction task. Following a distraction interval of 4, 8, or 16 seconds, the subjects were instructed to recall the consonants presented and to reconstruct their presentation order.

A statistically significant difference was found in the perception and maintenance of the consonants as a function of time. This was evident between each of the time intervals: 4 to 8, 8 to 16, 4 to 16. The 8-second interval allowed for optimal correct response.

Ordinal multidimensional scaling procedures were utilized for analyzing the phonemic parameters employed by the subjects and for correlating the current observations with those psychological characteristics reported by Miller and Nicely (1955), Singh and Black (1966), and Wickelgren (1966). With regard to the current study, a difference was seen among the perception and maintenance of the consonantal parameters over the three time intervals. The scaling of the data previously reported indicated wide variations in the processing of phonemic parameters. Correlations based on the index of invariance (Poor, 1972), revealed that while the data of Miller and Nicely correlated highly with the current data, Wickelgren's data did not; nor did the Wickelgren findings correlate with those obtained by the other researchers. The data of Singh and Black correlated with portions of the current data

and portions of the data gathered by Miller and Nicely.

Mill, Gerald Paul. A Study of the Relative Sensitivity of Impedance Audiometry as a Screening Procedure for Middle Ear Pathology in School Children. U. Utah.

Two hundred thirty school children of the Wind River Indian Reservation in Wyoming were screened for middle ear disease by impedance audiometry and otoscopy. The purpose was to determine how effective impedance screening audiometry was in detecting middle ear pathology as compared with otoscopic examination by a physician. An ear failing impedance audiometry was one failing any three of five measures. Otoscopy failed those ears needing further medical attention. Findings of impedance audiometry and otoscopy during initial screening were 97 percent in agreement. Of 450 ears, the two screening techniques failed the same 18 while passing the same 418. Ears which failed only one of the screening methods were rechecked four weeks after the initial examination. Analysis of the data suggests that impedance auditometry is as effective as otoscopy in detecting the number of diseased middle ears in school children.

It was found that a negative middle ear pressure of 100 mm H_2O or greater and an absent reflex will acount for approximately 96 percent of the ears failing the five measure screening technique used in this study.

Miller, David Lee. The Effect of Instruction and Practice on the Level and Stability of the Loudness Discomfort Threshold. U. Utah.

Sixty normal hearing, experimentally naive adults were randomly assigned to four treatment groups of fifteen subjects each to determine the effects of instruction and practice on the level and stability of loudness discomfort thresholds.

One experimental group was instructed to report when pure tone or speech stimuli first started to become uncomfortably loud while another group was told to respond whenever such stimuli were unpleasantly loud. A third group was encouraged to tolerate as much loudness as they could. The fourth group received the same instructions as did the first but were also given practice in the task.

Simultaneous recording of the intra-aural acoustic reflex made possible a comparison of the loudness discomfort measures with this physiological index of overload.

Statistical treatment of the data revealed highly significant differences among the loudness discomfort thresholds, attributable to the three instructional sets employed. The threshold of beginning discomfort was found to lie at approximately 100 dB SPL, while the unpleasantly loud threshold occurred at about 107 dB SPL, and the maximum tolerable intensity level was found to occur near 120 dB SPL.

All groups demonstrated remarkably high reliability coefficients on the order of .90, suggesting the stability of such measures over time.

It was observed that the group instructed to respond when the acoustic stimuli first started to become uncomfortably loud produced a mean level which was within 1 dB of the acoustic reflex threshold.

Miller, Leslie A. M. Effects of Multiple Adjective, Conjoined Noun and Embedded Sentence Constructions upon Children's Repetitions. U. Texas.

The purpose of this study was to examine the role of primary memory in children's comprehension of three syntactic structures. On the basis of a recent sentence processing model (Gough, 1972), specific repetition errors were predicted due to the stringent demands each structure imposes upon the storage capacity of children's primary memory. The three major hypotheses explored were: 1) Given sentences with different clustering patterns of adjectives, deletion of the final adjective in a three-adjective cluster (The pretty young blonde lady) will be the most frequent repetition error. 2) Given sentences with different clustering patterns of nouns, deletion of the final noun in a three-noun cluster (The rabbit, bear and fox) will be the most frequent repetition error. 3) Given sentences containing self-embedded clauses (The boy that the uncle liked loved the girl), and right-branching clauses (The boy loved the girl that the uncle liked), repetition errors will occur most frequently in sentences containing self-embeddings as opposed to right-branchings.

Thirty-six four-year-old children individually participated in a repetition task in which sentence variations of each type were presented by the experimenter. Transcripts of the children's repetitions were analyzed to determine the frequency and location of repetition errors across all children. Statistical analyses of errors in each construction were performed.

In the case of prenominal adjectives, the third of three adjectives was deleted significantly more often than any other position as pre-

dicted. Clusters of prenominal adjectives were a relatively straightforward example of primary memory overload and behaved in a manner consistent with the sentence processing model. Conjoined nouns, however, did not result in the anticipated errors but revealed the possibility that the "and" conjunction within noun phrase may relieve some of the processing overload by serving as a structuring agent. Further investigation of this speculation is needed. Embedding and right-branching repetitions supported Gough's model of sentence processing. Specifically, the embeddings interrupted the progression of the main phrase structure more severely than did right-branchings resulting in greater frequency of repetition errors as predicted.

Moskowitz, George M. Oral Vibrotactile Perception: A Comparison of Three Age Groups. U. Maryland.

Tactile feedback has been recognized as having an important function in the speech monitoring process. Recent investigations have indicated the usefulness of using vibration as a means of tactile stimulation in order to evaluate tactile acuity in the oral cavity. The present study was concerned with determining threshold values for vibrotactile stimuli on the anterior tongue dorsum in thirty normal subjects: ten children, twelve young adults, and eight older adults.

The results of the experimentation indicated that there were no significant differences in the threshold values for vibrotactile perception on the tongue among the three age groups studied. Threshold values for the young adults increased significantly as the frequency of the vibrotactile stimulus increased by 100 Hz intervals from 100 to 400 Hz. Similar though not significantly different changes in threshold with increasing frequency of stimulation occurred with the other two groups of subjects. A comparison of individual vibrotactile threshold values in three test sessions revealed a high degree of test-retest reliability.

Ohlin, Douglas Warren. Psychological Space Among Six English Stop Consonants as Measured in Short-Term Memory. Ohio State U.

This study was designed as an investigation of the relative psychological space among six stop consonants as measured by a short-term memory procedure. Five-hundred-twenty subjects were required to hear and recall four triads of stop consonants imbedded in consonant-vowel digrams. The stimuli were presented within the framework of the Brown-Peterson short-term memory paradigm. Thirteen conditions, 40 subjects per condition, of various combinations of features of stop consonants were presented. Four hypotheses were under test for the effect of presenting successive trials, the effect of presenting contrasting conditions, any interaction between trials and conditions, and significant differences on the fourth trial between the recall of the "control" and "experimental" groups, i.e., conditions.

The stimuli were grouped according to specific features of stop consonants; for example, in the tense and lax conditions, 80 subjects were presented only tense or lax stop consonants for all four trials and 80 additional subjects were presented one or the others of these features for three trials and shifted to the other on the fourth trial. In the bilabial conditions 40 subjects heard earlier alveolar or velar consonants for three trials and shifted to bilabial ones on the fourth trial. The alveolar and velar conditions were similarly constructed. The responses to the tense and lax stimuli and stimuli that related to place of articulation were also tallied in confusion matrices and studied in terms of possible trends.

In all conditions the numbers of correct responses decreased through three successive trials with similar material. This effect, statistically significant, was interpreted as a build-up or proactive inhibition (PI). One-half of the subjects worked with stimuli that were characterized by features that differed from the features of the earlier stimuli. This change was accompanied by numerically higher scores, not statistically significant in magnitude. However, the numerical differences might be interpreted as representing relative psychological space between features. In this event, tense and lax features would be further apart than the features of place of articulation of stop consonants. Approximately 24 percent of "release" was computed between the "experimental" and "control" conditions of the former and essentially no "release" between features representing different places of articulation.

The confusion matrix for the conditions of place of articulation were in keeping with an interpretation that error-responses tend to be articulated as nearly as possible in the same place as the stimuli. The confusion matrix for the tense-lax conditions indicated a preference by the subjects—perhaps 'importance" of the feature—of the tense feature over the lax one.

Olroyd, Marie Hiern. Employment of the Diagnostic Rhyme Test (DRT) with Normal-hearing and Sensori-neural Hearing-impaired Listeners. Louisiana State U.

The Diagnostic Rhyme Test (DRT), introduced by Dr. William Voiers in 1965, measures speech discrimination abilities. The purpose of this study was to investigate the predictive value and realibility of the DRT. Word stimuli were presented in an ordered arrangement for testing discrimination of six attributes: voicing, nasality, sustention, sibilation, graveness, and compactness. Present versus absent states of each attribute were given in a two-choice rhyme test format.

Twenty normal-hearing males and twenty males with high-frequency sensorineural hearing losses were subjects. Four repetitions of the DRT 192-word corpus were presented at 50 dB SL. Responses were computer-scored and examined through an analysis of variance design.

The results were as follows. 1) Differences between listener groups were highly significant for total DRT scores. 2) Reliability was high for total DRT scores. 3) Group differences were large and highly significant for sustention, sibilation, graveness, and compactness. Differences were small, but significant, for voicing. No significant differences were shown for nasality. 4) Orthogonal comparisons revealed that profile scores for correctness of phoneme identification were related to attributes and to listener groups. 5) The reliability of attribute scores was high. 6) Hearing-impaired subjects had significant differences between states for voicing, sustention, sibilation, and graveness, but not for nasality and compactness. Comparisons of present versus absent states were not significant for the normal listeners. 7) Reliability was moderately high for the present state and higher for the absent state.

The DRT showed potential as a clinical audiologic procedure, but recommendation was held in abeyance because of the need for additional research.

Pannbacker, Mary D. Oral Language Skills of Adult Cleft Palate Speakers. State U. New York at Buffalo.

The purpose of this study was to investigate the differences between oral language skills and the relationship between intelligibility in cleft palate and normal adult speakers. Twenty adult cleft palate subjects were selected and matched with twenty normal speaking subjects on the basis of age, sex, hearing, socioeconomic level, and nonverbal intelligence.

Connected speech samples for both experimental and control subjects were analyzed to determine spoken language status which included sentence length, grammar or syntax, and vocabulary size. In addition, the subjects were judged for intelligibility on a fifty item-phonetically balanced word list by two groups of judges. One judge group was considered to be a sophisticated group and the other group was considered to be an unsophisticated group. The data were analyzed by descriptive and inferential statistical techniques.

The following conclusions appear warranted: 1) Adult cleft palate speakers use shorter sentences than normal adult speakers. 2) There are no significant differences between adult cleft palate and normal speakers in sentence structure and vocabulary skills. 3) Adult cleft palate speakers are more consistent in their language usage than normal speaking adults. 4) For adult cleft palate speakers there is a direct relationship between intelligibility and other spoken language measures. 5) Unsophisticated listeners are less variable in their intelligibility judgments than sophisticated listeners. 6) Sophisticated listeners judge cleft palate speech differently than do unsophisticated listeners and the difference is in the direction of a lower rating by the sophisticated judges.

Peck, James Edward. Pure Tone and Acoustic Impedance Audiometry with Deaf Students. Vanderbilt U.

The purpose of the study was to evaluate the agreement between impedance audiometry and air and bone conduction pure tone audiometry concerning the functional status of the tympanic system in children with marked hearing loss. Impedance audiometry was carried out on 100 markedly impaired ears of 50 males ranging in age from 10 to 19 years. The impedance profiles and the literal pure tone audiograms (strict air and bone relationships) were in essential agreement for 22% of the ears and in essential disagreement for 75% (3% ambiguous). In contrast, the impedance results and the audiological interpretation of the audiograms (to allow for probable tactile bone responses in the low frequencies) essentially agreed in 86% of the cases and essentially disagreed in 11% (3% ambiguous). Even though audiologic interpretation of the audiograms seemingly provides a more accurate estimate of middle ear functioning, it may lead to over-

looking a significant percentage of cases who have a high suspicion of conductive components to their hearing loss. In this study, 11% of the individual ear audiograms interpreted as indicative of sensorineural hearing impairment had corresponding impedance results that were essentially positive for conductive component.

The experimental findings suggest that it may be wise to include impedance audiometry as part of the routine procedures carried out at initial and subsequent audiological evaluations of persons with marked hearing impairment. The most complete assessment of middle ear function can be obtained through a triad of procedures including conventional audiometry, impedance audiometry and otologic examination.

Plummer, Sally Ann. The Effects of Twenty-Two Conditions of Band-Pass Filtering on Three Types of Verbal Material. Ohio State U.

The purpose of this study was to investigate two principles of Verbo-tonal audiometry with normal hearing adults. Specifically, the purposes were to determine optimal bands of intelligibility for ten vowels, ten consonants paired with a single vowel, and twenty consonant vowel-consonant (CVC) words, and to determine the effects of discontinuous octave-band filtering on the intelligibility of the stimuli.

Fifty-four listeners responded individually to one of the types of stimulus material by recording phonetically what they had heard in twenty-two conditions of octave band-pass filtering. The stimuli were presented in seven single octave bands (75-9600 Hz) and fifteen discontinuous or non-adjacent bands at a level of 40 dB above the detection threshold of a given octave band.

The obtained responses yielded scores for the individual listeners and contributed to error matrices. The statistical analysis indicated a significant difference among the three types of stimulus material and among the conditions of filtering. Using the maximum number of correct responses to a stimulus in a given filter condition, it was possible to determine optimal octaves of intelligibility for each stimulus. In general, the discontinuous octave bands were more intelligible than the single octave bands. Tallies of the error responses indicated that the most consistent confusions for the stimulus were in instances in which the stimuli were consonants. There appeared to be little similarity between the perception of an isolated vowel or consonant and the perception of the same stimulus in a word.

Punch, Jerry L. Forward Masking under Homophasic, Antiphasic and other Listening Conditions. Northwestern U.

Thresholds for a 500 Hz tone were established under conditions including monaural and binaural thresholds in quiet, thresholds under simultaneous masking for the interaural conditions SmNm, SmNo, SmN_π, SoNo, $S_\pi N_\pi$, SoN_π and $S_\pi No$, and thresholds under forward masking for these same interaural conditions at each of 13 Δt intervals.

Results revevaled essentially equivalent masking level differences (MLDs) during the first 10 msec following masker offset during forward masking and during simultaneous masking. The hierarchy of MLD magnitudes remained the same under the two forms of masking for Δts through 15 msec. Thereafter, the MLD magnitudes for SmN_π and SmNo were insignificant with reference to the homophasic baseline condition. The antiphasic conditions (SoN_π and $S_\pi No$), however, resulted in a modest release from masking that continued through a Δt of 200 msec.

Other results allowed the conclusions that the decay of forward masking follows the same general pattern binaurally as demonstrated monaurally, that within this common pattern the hierarchy of MLD magnitudes is the same as that occurring under simultaneous masking through Δts of 15 msec, and that the hierarchy is disrupted under forward masking at Δts greater than 15 msec.

The observation of persistence of masking release for antiphasic stimuli throughout the entire Δt range studied leaves open the question of whether persistence of release would be revealed for Δts exceeding 200 msec. Observation of release from masking over this 200 msec period may be interpreted as evidence of substantial central nervous system activity in forward masking.

Ratliff, Sandra S. Averaged Encephalic Response to Linguistic and Nonlinguistic Auditory Stimuli. Bowling Green State U.

It has long been recognized that electroencephalographic (EEG) activity changes when a subject is stimulated verbally. However, those studies which have attempted to specify averaged encephalic response (AER) differences between aurally presented linguistic and nonlinguistic stimuli have resulted in conflicting

data. Little attention has been given to possible AER hemispheric asymmetries despite increasing evidence of differing dominance for speech and nonspeech functions.

In view of these considerations, an experimental design was developed to investigate the differences between the AERs to three linguistic and three nonlinguistic stimuli. Monosyllabic words and shaped white noise envelopes were presented to the right and left ears of right-handed subjects. EEG activity was recorded from right and left hemispheric electrode placements while the subjects performed a simple recognition task. For each subject, AERs were obtained from each hemisphere, for each stimulus, and for each ear to which the stimuli were presented.

The AERS to linguistic stimuli differed from the AERs to nonlinguistic signals. There was an early positive component present in the AERs to the noise stimuli which was not evident in the AERs to the words. Mean latencies of the AER components of common polarity were greater for the nonlinguistic stimuli than for the linguistic. The AERs evoked by different stimuli within a stimulus class were more similar to each other than were the AERs evoked by a specific linguistic signal and its matched noise stimulus. No hemispheric AER differences were found related to the stimulus class or to the ear stimulated.

Reed, James W. A Grammar of the Holophrastic Phrase: Beginnings of Speech as Related to Meaning and Emerging Form. Southern Illinois U.

The problem of this study concerned the acquistion of language and communication of meaning at the holophrastic level. Because the one-word cannot carry the total meaning in a proposition, extralinguistic features such as gestures and context must also enter into the child's communication. Just what elements the child uses, how he relates them, as well as the order and regularity of this development, constituted the greater part of the study.

The method chosen to investigate this problem was a descriptive longitudinal study employing video camera and recorder. The data collected consisted of the two children's free responses in interaction situations with their parents. The data analysis was based primarily on the idea that the relationships made at the semantic level are structured into a patterned surface exhibition so that events and processes may be communicated. The child's interaction in the environment was entered on forms and examined so as to determine if some ordering, or grammar, existed.

It was found that holophrasis is more than acquistion of single words which supply the child a dictionary for the following period of syntactic strings; it is also a period of organization. Both children moved through the period with remarkable similarity. First they identified the objects physically, then named them linguistically, and finally used them in propositions, with gesture and context making possible a number of relationships. These relationships became refined throughout the period until at the end of the study both children were entering into the two-word period of development.

Reeves, W. H. An Investigation of Conceptual Functioning in Learning Disabilities, Schizophrenic and Normal Children. Northwestern U.

This study was undertaken as an investigation of differential conceptual functioning in learning disabilities children who evidenced severe auditory language deficits as compared with schizophrenic children. Conceptual behavior was defined as the highest level of information processing and as a categorical or classificatory procedure in the sense of a reorganization of informational input. It was suggested that the establishment of conceptual distinctions through standardized test procedures would have implications for differential diagnosis and, therefore, approaches to educational remediation and programming.

Of the standardized assessment techniques selected for this study, the Similarities subtest of the Wechsler Intelligence Scale for Children, the Gorham Proverbs Test, the Hanfmann-Kasanin Concept Formation Test, and the Kahn Test of Symbol Arrangement, only the Kahn differentiated between the children with auditory language disorders and the schizophrenic children as compared with a group of normal controls. Multiple discriminant analyses, univariate analyses, and t-tests revealed the Kahn to be of differential diagnostic significance at the .001 level.

Additional study utilizing other conceptual tasks as well as projective techniques was suggested. Further, investigation of the "color shock" phenomenon demonstrated by the schizophrenic children was suggested as warranting additional investigation from the standpoint of its appearance in children who are less affectively involved. Also, a study of learning disabilities children who evidence non-verbal, visual

perceptual deficits rather than auditory language problems was suggested in terms of the implications of conceptual functioning as related to differential diagnosis.

Riess, Richard Lichty. Intra-Aural Reflex Sensitivity in Normal Ears and Ears with Cochlear Pathology Using a Modification of the SISI Test. U. Utah.

This study examined stapedius or middle ear muscle reflex activity of subjects exhibiting cochlear symptomatology and subjects with normal hearing. It was hypothesized that persons with cochlear problems would exhibit larger and more consistent stapedius reflex activity than normal hearing subjects.

Twenty adult subjects, from 18 to 53 years old and having no recent history of middle ear infections, were used. Members of the cochlear hearing loss group (20) had extensive histories of noise exposure. Ten subjects in the normal hearing group were required to have hearing levels no worse than 15 dB ANSI at 250, 500, 1000, 2000, 4000, and 800 Hz.

The hypothesis was not substantiated and there was found an opposite effect at the frequency of involvement. Normal hearing subjects exhibited larger middle ear muscle reflex responses than those with cochlear involvement. Middle ear muscle reflexes of normal hearing subjects were also less susceptible to fatigue. At 2000 Hz, where both groups were essentially normal, the cochlear group exhibited somewhat larger acoustic reflexes. This finding is similar to the facilitory effect seen in pure tone audiograms of such persons.

Practicality of the tests used is dubious as a tool for differentiating between normal hearing persons and persons with cochlear hearing losses stemming from noise exposure.

Although the results obtained indicate no practical use of the methods employed, such factors as acoustic reflex fatigue rates and amplitude of acoustic reflex appear to exhibit the need for further research.

Roeser, Ross Joseph. The Effects of Intensity and Sensorineural Hearing Loss on Two Dichotic Listening Tests. Florida State U.

The purposes were to: determine if there is an intensity function for right ear laterality when dichotic verbal stimuli are presented to normal hearing subjects, establish whether subjects with sensorineural hearing loss have ear laterality for dichotically presented verbal stimuli, investigate the reporting tendencies of normal hearing subjects to consonant-vowel (CV) nonsense syllables with voiced and unvoiced consonants presented at different intensities, and investigate the reporting tendencies of subjects with sensorineural hearing loss to CV nonsense syllables with voiced and unvoiced consonants presented at different intensities.

Two dichotic listening tests, one using digits and the one CV nonsense syllables, were presented to 32 normal hearing adults at 10, 30, 50 and 70 dB SL (re: SRT) and to 36 adults with sensorineural hearing loss at 10 and 30 dB SL (re: SRT).

Results from the normal hearing subjects showed an overall significant right ear laterality for both dichotic listening tests. However, unqualified conclusions regarding the effect of intensity could not be made. The normal hearing subjects reported more CV nonsense syllables with unvoiced consonants than with voiced consonants at 30, 50, and 70 dB SL, but at 10 dB SL more CV nonsense syllables with voiced than unvoiced consonants were reported.

Results from the subjects with sensorineural hearing loss failed to show right or left ear laterality for either the digits or CV nonsense syllables. The hearing loss subjects' responses to the voicing conditions of the CV syllables were similar to the normal hearing subjects.

Scanio, Tom S. Absence of the Copula in the Verbalizations of Mentally Retarded Children and Grammatical Implications. Bowling Green State U.

This study attempted to provide more conclusive evidence indicating that the copula (the singular form of the auxiliary verb "be") was nonexistent in the grammars of a group of mentally retarded children.

Thirty retarded children were divided into experimental and control groups of 15 subjects each. The experimental subjects consistently failed to include the copula in their descriptions of pretest pictures while the control subjects included this form in their descriptive utterances.

An imitation task was designed to further test for absense or presence of the copula in the respective subjects' grammars. Research has shown that children repeat only those forms in stimulus sentences included in their grammars. Subjects imitated declarative, negative, and question progressive sentences of lengths within and beyond their memory spans.

An analysis of variance showed that the copula was absent significantly more often in the experimental than in the control subjects' imita-

tions, with similar consistency or lack of consistency across sentence types at each length in the respective subjects' imitations, and significantly more often in subjects' imitations of sentences beyond rather than within their memory spans.

Additional ANOV's however, indicated that significantly fewer percentages of copulas were absent in the experimental subjects' imitations than in their descriptive utterances. No significant differences were noted between both modes of verbalizations by the control subjects. In addition, no significant correlations occurred between subjects' CA's, MA's, and I.Q.'s and the percentage of copulas absent in their imitations.

Schmidt, Marilynn J. The Effect of Varied Silent Intervals on Sequencing of Auditory Stimuli in Children with Articulation Disorders. U. Denver.

The investigation studied the effect of varied silent intervals between stimulus elements on auditory sequencing tasks administered to articulatory-defective children, from 5-11 to 7-7 years, were matched with thirty normal-speaking children for age, I.Q., and paternal occupation. All children were screened for hearing and auditory discrimination. Three auditory tests were administered: minimally different initially varied, minimally different finally varied, and maximally different words. Tapes were prepared utilizing three time intervals between stimulus elements: 200 milliseconds, one second, and three seconds. A fourth condition utilized instrumentation wherein subjects determined the interval between stimulus items. The subjects listened to words presented and pointed to pictures. Word scores obtained were submitted to a three-factor analysis of variance and other statistical treatments. The results indicated: 1) Auditory tasks did not significantly differentiate between experimentals and controls on sequencing; when discrimination scores and sequencing scores were combined, the experimental subjects performed significantly lower under two of the time conditions. 2) Maximally different words were easier to reproduce in sequence than minimally different words. 3) Auditory tasks delivered at 200 milliseconds and three seconds were easier to recall in serial order than those delivered at one-second or free operant intervals. 4) No significant interactions occurred between the performance of subject groups, types of auditory material, and rate of stimulus delivery. 5) Degree of severity of the articulatory defect did not significantly correlate with auditory sequencing.

Schwartz, Arthur Henry. The Effect of Variations in Context of Stimulus Item Presentation on Speech Sound Discrimination Performance under Different Listening Conditions. Vanderbilt U.

The purpose of this study was to determine the effects of variations in the context of stimulus item presentation on speech sound discrimination performance under different listening conditions.

Subjects consisted of a total of 72 nursery, kindergarten and first grade children. Thirty monosyllabic nouns that were visually depictable in line drawings were selected as stimulus items. These items were presented to each subject in three different contexts and under a quiet and noise listening condition.

The results of the present study indicate that both the context of stimulus item presentation and background listening conditions affected performance. There were significantly more errors in the paired comparison context than in the carrier phrase or sentence context. There were more errors in the noise subtest than the quiet subtest for each context. However, noise seemed to have the most disrupting influence on performance when the stimulus items were presented in a paired comparison context. Furthermore, no differences were found between the carrier phrase and sentence contexts with respect to number of errors. Analyses of latency of error responses revealed longest latencies for the paired comparison context and shortest latencies for the carrier phrase context.

In conclusion, it appears that variables in the construction of speech sound discrimination tests do affect performance in young children. It seems that the syntactic components of language interact with the discrimination process in such a way to facilitate performance.

Seitz, Michael R. Behavioral & Electrophysiological Indicators of the Perception of Clicks Superimposed on Sentences. U. Washington.

Two methods of identifying the location of clicks superimposed on spoken sentences were compared. When subjects first wrote out the entire sentence and then marked the location of the clicks, the perceived clicks tended to migrate toward the major constituent breaks of the sentences. This trend was not observed when subjects responded by marking the position of

clicks on prepared scripts of the stimulus sentences.

An average electroencephalic response technique was also used to determine if AER would reflect suspected physiological differences between the two response methods above. While there was no significant difference in AER latencies between the two experimental groups, there were significant differences in AER latencies between the click positions of the write-out group. AER latency for clicks located after major constituent breaks was significantly shorter than the latencies for either the pre-break or in-break click locations.

It was concluded that the two different methods of identifying click locations on sentences actually reflected two different types of perceptual processing available to man. The analysis-by-synthesis model of speech perception was offered as a model that might best explain the data. The findings of this study were also interpreted as resolving the conflicting results obtained from previous investigations on this area.

Sellers, Daniel Emory. Training Hearing Impaired Children in Auditory Discrimination of Pitch: A Comparison of Two Approaches. Florida State U.

An investigation designed to compare auditory training procedures using audio-visual feedback and audio-visual-kinesthetic feedback in teaching hearing impaired children to auditorially discriminate pitch differences was completed. An adult female speaker was used to record stimulus for the test and training conditions. The phoneme /ɑ/ was recorded at six different predetermined "target pitch levels" based on fundamental frequencies ranging from 200 to 300 Hz: 200, 225, 240, 250, 265, and 300 Hz. Pairs of recorded phonemes comprising these pitch levels were constructed from the master tape for test and training procedures. Each set of pitch pairs was structured for paired-comparisons by subjects in the following way: low to high, high to low, low to low (same), and high to high (same).

Twelve hearing impaired children served as subjects for the study. Six subjects were assigned to Group A and six to Group B, matched according to age. Group A received training utilizing audio-visual-kinesthetic feedback in the first half of the training program while Group B received audio-visual feedback. At the mid-point in the training program, testing was repeated and the groups reversed respective to the training method.

The mid-point test results and the final testing indicated significant increases in the subject's abilities to discriminate pitch differences. Rate of learning curves and analysis of variance indicated that the group receiving audio-visual-kinesthetic feedback second in the two method paradigm showed most significant gains.

Shields, Dianne. A Study of Cerebral Evoked Responses to Visual Stimuli in Normal Children and Children with Visual Learning Disabilities. Northwestern U.

The evoked electrocerebral response was investigated as a means of providing insight into neurological functioning of children with learning disabilities. Evoked responses were recorded as a measure of cerebral activity occurring in response to sensory stimulation. Responses were analyzed in order to determine whether they reflected differences in the brain activity of children with learning disabilities. Differences in responses were also studied in relation to different types of information and different functions of the cerebral hemispheres.

Responses to five types of stimuli were recorded from four scalp locations in each of twenty children. They were then qualified by measurement of the amplitudes and latencies of their common component waves. Differences in amplitudes and latencies of each component associated with differences in visual processing ability, type of information, and cerebral hemisphere were studied statistically by a three-way analsis of variance design.

Amplitudes of several components were found to be significantly larger and latencies were found to be significantly longer in the children with visual learning disabilities than in the normal children. Significant effects of stimulus type and stimulus type-by-visual processing ability interactions were found but did not follow a consistent pattern across components. No effects of cerebral hemisphere were found.

Results were discussed in relation to factors such as attention, neurological maturation, and speed of information processing. It was concluded that evoked electrocerebral responses do indicate differences in the neurological functioning of children with learning disabilities.

Shrewsbury, Margaret Early. The Effect of Four Variables on Judgments of Severity of Articulatory Defectiveness. Ohio State U.

The purpose of the study was to investigate the influence of four variables as they occur singly and in combination on judgments of

severity of articulatory defectiveness. Twenty-four trained and twenty-four untrained listeners rated fifty-four samples of connected speech through the method of magnitude estimation. The samples represented all combinations of three levels of number of errors, three levels of probability of occurrence of target sound, two levels of expected age of acquisition of target sound, and three levels of perceived distance between target and error sounds. Each listener rated each sample twice. Ratings assigned by each listener were normalized, pooled, and submitted to statistical analysis.

Results of an analysis of variance indicated that all four variables were statistically significant when considered singly, that trained and untrained listeners assigned significantly different ratings, and that significant interaction occurred among the four variables. Number of errors seemed to influence judgments most strongly. Within sentences containing the same number of errors, perceived distance appeared to have the strongest effect. Low probability of occurrence, late expected age of acquisition, and close perceived distance was the most favorable combination at each level of number of errors.

Smith, Linda Lou. Comprehension Performance in Oral Deaf and Normal Hearing Children at Three Stages of Language Development. U. Wisconsin.

The study investigated comprehension performance on four verbal string types of oral deaf and normal hearing children at three stages of language development. Determination of stage was accomplished through a morphemic analysis of a 50-utterance video-taped language sample. Stages were defined as: Stage I: 1.00-1.25; Stage II: 1.50 to 2.00; Stage III: 2.00-2.50, mean length of utterance in morphemes.

Experimental materials consisted of response material, i.e., four-foiled picture sets, and stimulus material, i.e., subject-verb, verb-object, subject-verb-object, and fully grammatical strings. The mother presented the stimuli to the child who responded by pointing to one of four pictures.

A three way, mixed design, analysis of variance demonstrated no significant differences for oral deaf vs. normal hearing, language development stage, or string type. The string type by stage of language development was the only significant interaction; indicating that oral deaf and normal hearing children, at each stage of language development, performed differentially on the string types. Stage I children comprehended more subject-verb and verb-object than subject-verb-object and fully grammatical string types. Stage II children comprehended approximately half of the stimulus strings correctly on each string type. State III children comprehended more subject-verb-object and fully grammatical than subject-verb and verb-object strings. Differential performance indicated that Stage I treated stimuli as word strings while Stage III children used actor-action-object strategy while comprehending the stimuli. Language programming for oral deaf children was discussed.

Speirs, James A. The Effects of Separating Production from Perceptual Judgment of Articulation in Children with Articulatory Defects. U. Southern California.

The purpose of the study was to investigate the hypothesis that factors present during the production of misarticulated words interfere with a defective speaker's self monitoring abilities.

Subjects were 40 children, ages 8-4 to 12-4, identified as having defective articulation of the /r/ phoneme exclusively. Self monitoring percent error scores of the children were measured under conditions of short term delay (2, 5, 10, and 20 seconds) between production of stimulus words and self monitoring activity and also under conditions of long term delay (1 minute, 10 minutes, 1 hour, and 24 hours). A 3-factor repeated measures design was used to explore the effects of duration of time delay, age of the subject, and degree of /r/ defectiveness on self monitoring ability.

The findings were: Young subjects' performance decreased as short term time delay increased, while older subjects' performance increased as short term time delay increased. Time delay procedures were beneficial for "older" subjects and detrimental for "young" subjects. Short term delay effects exist for only those subjects with severe articulation defects. Self monitoring performance approaches 100 percent accuracy when the work being produced and monitored does not contain the misarticulated sound.

Stick, Sheldon L. Evaluation of a Battery of Tests for Assessing Children with Language Disorders. U. Michigan.

The purpose of this study was: to develop a comprehensive test battery of measures designed to differentiate the nature and degree of defects in language and nonlanguage test performances in children referred for evaluation

of suspected language and/or learning disorders; to identify defects in mechanisms involved in afferent, efferent and/or mediation processes; and to identify those measures that are most sensitive to such defects and organize them as a screening test battery.

Two groups of public school children in normal classes were tested (40 in each group). One group consisted of children referred because of language and/or learning disorders, while the second group was considered normal by the teachers. They were matched for age and sex. Twenty in each group were between 65 and 72 months, and twenty between 95 and 102 months.

The salient findings included: 1) All but three of the groups were correctly identified by the test battery as normal or having language disorders. 2) Fourteen measures were organized as a screening battery because they discriminated better between the two groups. 3) Tests involving language (i.e., auditory-verbal channel of communication) showed the most frequent differences between the two groups. In addition, certain apparently nonlanguage items were highly discriminating. 4) The test battery identified the specific nature and degree of language and nonlanguage defects in the referred group. 5) The results of this study warrant further and more intensive applications of this approach in efforts to refine diagnostic procedures.

Thompson, David J. Influence of Selective Attention on the Averaged Electroencephalic Response. U. Wisconsin.

A selective attention paradigm was used to investigate the relation(ship) of inferred attentional state to amplitude changes in the averaged electroencephalic response (AER). The hypothesis was concerned with AER amplitude differences between attending and nonattending subject states, and with interhemispheric amplitude differences within the attending state.

Stimuli were simultaneous, phase-locked 100 msec or 150 msec 1000 Hz tones. The deviations occurred randomly and independently on two channels of a tape with a repetition rate of one tone per 800 msecs. One channel was routed to each ear of a subject. Subjects experienced six conditions and performed three tasks: reading; sitting quietly, eyes open; and marking the monaural occurrences of the 150 msec tone, ignoring tones presented to the opposite ear.

Impressions gained from analysis of the data allowed three tentative conclusions: 1) There was an attentional effect upon the late AER—a trend toward diminution of one late component. 2) There was no attentional effect upon the early AER. 3) There was no systematic interhemispheric amplitude asymmetry associated with early or late AER's within attention conditions. The cause of the late AER amplitude diminutions, when subjects were attending, was speculated to be a reduction in the contribution of the activity of the nonspecific cortices to the amplitude of the late AER.

Further analysis of the collected data showed that the direction of the late AER amplitude changes under attention, increase or decrease, was related to the sex of the subject.

Townsend, John E. The Effect of Time-Out From Speaking and Parental Social Reinforcement Upon a Preadolescent's Dysfluent Speech. U. Southern California.

The purpose of this study was to investigate the effect of time-out (TO) from speaking and parental reinforcement upon the frequency of stuttering by percentage (FSP) and the verbal output (VO) of the preadolescent child. The following questions were considered: 1) Will the frequency of stuttering by percentage decrease following stuttering-contingent TO from speaking and parental social reinforcement. 2) Will the verbal output increase following stuttering-contingent TO from speaking and parental social reinforcement? The principal hypotheses generated from these questions were: stuttering-contingent TO from speaking and parental social reinforcement will reduce the frequency of stuttering by percentage, and stuttering-contingent TO from speaking and parental social reinforcement will increase verbal output.

The results of this investigation support the following conclusions: 1) Stuttering-contingent time-out from speaking and parental social reinforcement resulted in a decrease in stuttering behavior. 2) Stuttering-contingent time-out from speaking and parental social reinforcement did not result in a decrease in verbal output. 3) The stutterer can impose this procedure upon himself and maintain control over his stuttering behavior in the home environment and over the telephone.

Warren, Virginia G. A Comparative Study of the Auditory Responses of Normal and At-Risk Infants from Twelve to Twenty-four Months of Age Using COR Audiometry. U. Southern California.

This study was designed to answer the following questions concerning *COR* audiometry: 1) Will the duration of latency of response of the at-risk infants differ from the developmentally normal infants to such an extent as to permit diagnostic differentiation to be made between the two groups? 2) Will the length of the minimum intertrial interval of the at-risk infants differ from that of the normal infants to such an extent as to allow diagnostic differentiation to be made between the two groups?

Other questions asked concern: the number of necessary acquisition trials, the efficacy of the COR technique, the effectiveness of toy dogs as the visual stimuli, and the hearing status of the infants in the study.

The results of this study support the following conclusions. 1) Latency of response in the acquisition and test trials at 500 Hz was significantly shorter for the at-risk infants, but this difference was not of sufficient degree to permit diagnostic differentiation. 2) The minimum intertrial interval cannot be used to make diagnostic differentiation between the two groups. 3) The number of acquisition trials has limited diagnostic significance. 4) *COR* audiometry can be used successfully to assess the hearing status of infants who present a variety of etiologies, regardless of the degree of hearing impairment. 5) Toy dogs are effective visual stimuli. 6) Two infants in the developmentally normal group and 15 infants in the at-risk group demonstrated hearing impairment.

Willbrand, Mary Louise. Acquisition of Optional Transformations in Sentences Conjoined with "and." U. Missouri.

The purpose of this investigation was to determine the abilities of children to make optional transformations in sentences conjoined with "and." Generative grammar rules were used to paraphrase conjoined sentences that involved nonreduced structure and at least three samples of each of sixteen redundancy deletions of pronoun substitutions. The thirty-five subjects, between five and eight years of age, spoke Standard American English, had normal speech and hearing, and came from families of middle socioeconomic level.

The data indicated that children ranging in age from five to eight years repeat or modify the structure of a dictated sentence on the basis of their grammatical competence, as competence is demonstrated by performance. Their success in repeating dictated sentences with "and" as a conjoiner depends on the specific transformations used in deriving the surface structure.

Although acquisition of the grammatical structures used in the study is not complete by the time children reach eight years of age, their ability to make deletions and substitutions progresses, in a general way, from five to seven years and reaches a plateau between seven and eight years. In general, children's acquisition of optional transformations in sentences conjoined with "and" proceeds in a sequence from deletions involving only the verb phrase to deletions involving a combination of constituents from noun and verb phrases to deletions or pronoun substitutions involving only the noun phrase.

Williams, Dorythea C. Autonomic Correlates of Stuttering, Fluency and Threat-of-Shock. U. Southern California.

The purpose of this study was to investigate physiological response magnitudes associated with stuttering. It was hypothesized that autonomic response magnitudes associated with stuttering would differ from those associated with fluency or threat-of-shock, that response magnitudes associated with stuttering would have higher correlations with magnitudes associated with threat-of-shock than with those associated with fluency, and that there would be a high correlation among autonomic response magnitudes associated with the condition of stuttering.

The autonomic responses of ten adult male stutterers were observed during the conditions of stuttering, fluency, and threat-of-shock. Systolic blood pressure, pulse rate and skin conductance magnitudes were noted for each subject under each conditions during two separate sessions, separated by at least a one week interval. Responses were elicited by visual stimuli and were simultaneously recorded.

The data were subjected to two statistical analyses: analysis of variance and computation of the coefficients of correlation.

Yoss, Kathe Allan. Developmental Apraxia of Speech in Children with Defective Articulation. Florida State U.

A systematic study was undertaken to delineate those characteristic behaviors which might clearly distinguish children with a developmental apraxia of speech from the conglomerate of "functional" articulation disorders.

A group of 30 children, matched by age and sex to a normal control group, were selected for

study. The patient group possessed moderate to severe articulation problems with no apparent organic pathology.

The following tasks were administered and evaluated: a test of auditory discrimination and perception of phonemic sequences, volitional oral movements, sequences of volitional oral movements, repeated speech tasks, and a measure of oral diadochokinesis. A spontaneous contextual speech sample was also obtained from each subject. All subjects in the patient group were given a pediatric neurologic examination and a subsequent neurologic rating based upon the findings.

Data were stored, transcribed, and analyzed as to various error categories and by a method of distinctive feature categorization. The latter method allowed for consideration of a cross-weighting system which considered the compounding of errors.

Study of the groups revealed a cluster of patient subjects who resembled cases of developmental apraxia of speech described in the literature. Behavioral differences which were found by the statistical analyses and supplementary clinical observations warrant the conclusion that a developmental apraxia of speech, identifiable by a characteristic set of speech and non-speech behaviors, does not exist within this sample of children with defective articulation.

Theatre

Asermely, Albert. Daly's Initial Decade in the American Theatre, 1860-1869. City U. New York.

An organon of Augustin Daly's theatrical ideas can be constructed from his dramatic criticism as follows.

All art is lofty which most nearly resembles what is natural. It is more artistic to make counterfeits of nature appear like reality than to present the reality itself. The true art of acting is to make what is not actual seem so.

Theatrical performances aim, and ought to aim, at the amusement of the public, not to certain arbitrary theories. At the same time, they should present a moral view of life.

It is not impossible that the sensational melodrama may sublime itself to be tragedy.

Whatever is worth showing the public, is worth care and labor in composition. The first duty of a manager is that he believe nothing is too good for the public, i.e., the theatre must not only be safe, clean and pleasant, but the entertainment itself must always be the best the manager is capable of producing.

Probability should govern the comings and goings of the characters on the stage. Each character should be allowed a life of its own and not used as a mere foil for a central or star role.

It is not only necessary that actors should be perfect in the words of their part, but they should also have some notion of the characters they are playing. An actor destroys his talent if he puts it at the service of trite plays and shoddy management.

Bank, Rosemarie Katherine. Rhetorical, Dramatic, Theatrical, and Social Contexts of Selected American Frontier Plays, 1871 to 1906. U. Iowa.

Twelve American frontier plays, 1871 to 1906, form the sample examined. They are subjected to four kinds of analyses, each dealing with a common conception about frontier plays.

Chapter I affirms the premise that frontier plays are didactic and examines how playwrights attempt to shape or change audience opinions through demonstrations of moral character and appeals to the family, emotions, and popular sentiments. The plays are didactically effective because they reduce moral conflicts to their simplest terms and state them clearly and forcefully.

Chapter II denies the validity of the premise that frontier plays are badly written by examining the aims and the three organizational patterns of the plays: type-character focus, issue focus, and spectacle focus. The characters, action, and language of each pattern reveal that the plays have purposeful design to achieve moral ends.

Chapter III denies the premise that the plays were neither popular nor critically well-received by examining the history and critical receptions of the frontier play from 1831 to 1906. Several external factors show that the plays are consistently popular.

Chapter IV affirms the value of frontier plays as sources of social information by examining racial and ethnic stereotyping, East vs. West, issues of the day, and culture and social theory. Social concepts are consciously simplified; the main social perspective is individualistic democracy.

Frontier plays are sufficiently similar to merit being grouped as a dramatic type and sufficiently different to permit the charting, over the years, of changes as revealed through conventions.

Benedetti, Robert L. Encounter Theatre. Northwestern U. (1971).

The work of groups such as The Living Theatre and Jerzy Grotowski's Polish Laboratory Theatre represents a new movement in contemporary theatre. Such groups define theatre as a direct, visceral, and intimate encounter between actor and spectator, and each has focused its entire technique on this crucial relationship.

The resultant "Encounter Theatre" attempts to liberate the spectator from demeaning habit and role-playing.

Its form invites the audience's partnership in the creative act through a variety of devices and in a variety of ways, and its material is primary visceral experience. It rejects representation *(mimesis)* in favor of the generation of primary social events; Encounter Theatre, in short, generates social events for esthetic purpose. It is an interplay of social and esthetic responses as modes of theatrical experience.

This dissertation is a detailed analysis of Encounter Theatre based on the allied concepts of empathy and esthetic distance. It develops a critical apparatus for describing the manipulation of the social aspects of the theatrical experience for esthetic purposes.

Using this analytical apparatus, the development of Encounter Theatre is traced from its roots in the opposition of Stanislavski and Meyerhold, through Brecht and others, to its full flowering in the work of Artaud. After treating Beckett and other contemporary authors whose work shows this influence, the study focuses on The Living Theatre and Grotowski, comparing their radically different approaches to encounter. The study concludes that the future of the encounter movement lies in a modification of the poles represented by these two theatres.

Botros, Fathi Zaki. Common Sources of Confusion in Critical Communication as Exemplified in the Criticism of Beckett's *Endgame*. U. Southern California.

The purpose of this study was to investigate the recurrent sources of confusion in modern criticism. In view of its wide range, the criticism of Beckett's *Endgame* was chosen as a model.

In order for the critic to effectively exchange his aesthetic experience with the reader, he should cautiously select the terms which will direct the reader's awareness to specific qualities in the work discussed. Prominent among these are the classification terms which figure always concomitantly with evaluative terms because a critic cannot determine the specific criteria for evaluating or analyzing an art object without first determining the class to which it pertains. Since classification terms embody certain implicit descriptive hints, their value in directing the reader's mind to certain important features in a play is obvious. Thus, the choice of a faulty classification term will inevitably mislead the reader into concentrating on unimportant qualities or distract him from contemplating the essential ones. If a critic employs classification terms clearly, providing his reader with their definitions or giving in the context of his discussion enough indicators to explore their complex meanings, these terms will function as guides in appreciating specific, important qualities in the work discussed.

This study revealed that modern critics still use vocabulary according to a traditional concept of language which postulates that each term is understood, and even defined, in relation to an entity or essence existing in actuality. The major source of confusion resulted from the assumption which ignores the polytypic nature of most of these style-terms. Some classically defined terms proved inapplicable to modern drama unless redefined. Whenever used according to their traditional definitions, they did not serve the purposes of the modern critic, and hence confused the reader. New classification terms were coined; as they were also used in the classical sense, the critics merely provided us with new definitions which did not fare better than the traditional ones.

Burch, Roger Bruce. The Design of Electrical Lighting Control Systems in the United States. U. Illinois.

Stage lighting has become one of the most important elements of theatrical production in the twentieth century. Methods of controlling stage lighting have, therefore, become important to the realization of esthetic ideals. The design of electrical lighting control systems in the United States has been determined primarily by the theories of Adolphe Appia as practiced by the designers of the New Stagecraft. In order to achieve the goals of stage lighting which they established for themselves, these designers recognized that they had to provide for the five functions of stage lighting by manipulating the five controllable properties of light. They sought to control light in a number of ways, but the most prevalent method has been through the control of the intensity of the lamps in the lighting instruments.

This study examined the development of the principles of lighting control system design in the United States from the introduction of electricity to late 1971. Nine distinct classes of lighting control systems were differentiated. Four of these classes are manually controlled systems. They are: systems with decentralized controls; elemental systems; composite, single cascade systems; and multiple cascading systems. These classes share the characteristic of being manually controlled. That is, the operator physically moves—either directly or through a mechanical linkage—a portion of the lighting circuit which commutates the full electrical load of the stage lighting instruments on that circuit. In remotely controlled systems, the operator moves controls which carry only low voltage or low current signals which are electrically isolated from the stage lighting circuits. These are five in number: early remote control systems; light organ systems; multi-scene preset systems; master-submaster systems; and "infinite" preset systems.

Each class of system is considered from the standpoint of a problem and a solution, that is the difficulties in stage lighting design which prompted changes in control system design procedures, and how systems design attempted to solve those problems.

Burr, David Holcomb. Richard Mansfield: A Re-evaluation of His Artistic Career. U. Michigan.

Richard Mansfield was one of the great starring actor-managers at the turn of the century in the American theatre. His artistic career, although highly praised during his time, has been largely neglected by modern theatre historians and scholars. This study was an attempt to re-evaluate Mansfield's artistic career and to demonstrate that his efforts deserve much wider and higher recognition than they had received.

The work first placed Mansfield within the context of the American theatre of his time, especially concentrating on the controversy surrounding his artistic achievement. Mansfield was then considered as a modern character actor in reference to the classical styles of his great nineteenth century predecessors. In his outstanding technical attributes of vocal delivery, bodily movement and magnetism, the actor was shown to have been very much an exponent of that classical tradition. An examination of thirteen of Manfield's most important characterizations, however, indicated that in his interpretation of the characters and his ability to play characters from the modern drama, he was distinctly a modern actor untrammeled by classical convention. Mansfield's contribution as a manager was considered with special attention being drawn to his selection of scripts and to his care in the technical mounting and the staging of each of his productions.

The study was based largely on two biographies of Mansfield and the numerous newspaper reviews and articles that were written about his performances and productions during and shortly after his career. Considerable attention was given also to magazine articles by and about him.

Calhoun, John T. The American Comedy: Social Perspective Since World War Two. U. Colorado.

As the seventies began, America tried to reincarnate a golden age usually called on the record jackets, "The Fabulous Fifties." In part this was a reaction against the sixties; in part it was the product of a government whose rhetoric and policies created individual economic insecurity and thereby quieted the voices of social protest and cultural reform or revolution.

Inspired by this perception of the present, this study examines events since World War II, and subjects those events to some of the commentary they elicited at the time, primarily from selected playwrights of comedy, and secondarily from other groups of thinkers and writers. Not surprisingly, a pattern emerges which makes it reasonable to believe that the trauma of the sixties was explicable, predicted, and inevitable.

For example, "the hippies, the drop-outs . . . the counter-culturists and the drug users were none other than [Tennessee Williams'] 'fugitive kind,' in huge numbers, emerging from their disguises as middle class children." And David Riesman's description in *The Lonely Crowd* (1950) of a struggle "among the other-directeds themselves—between those who will cling to adjustment and those who will strive for autonomy" in no small measure anticipates the course of the political activists' liberation movement in the sixties.

That so "novelistic" a study can conform so strikingly to historic events suggests that much of our life since World War II is fiction, a not-so-divine comedy, and it is in that perspective that the dissertation asks the reader to understand the present.

Cassady, Marshall G. The History of Professional Theatre in Salem, Ohio, 1847-1894. Kent State U.

The purpose of this study was to investigate the extent and significance of professional theatre in Salem, Ohio, from its beginning in 1847 through the 1893-94 season. The most valuable sources were five area newspapers.

During the earlier years theatrical entertainments were discouraged. The village was founded by the Society of Friends, which discouraged interest in any theatrical forms except those which were considered moral or enlightening. The newspapers of Salem often mentioned the moral aspects of theatrical events. Newspaper reviews, in order of frequency, commented on the actors, the plays, the audience, and the scenery.

Theatrical activities were first held in Town Hall, constructed by the Friends in 1847. The most frequent theatrical fare at Town Hall was panoramas, with elocutionary programs second in frequency of presentation. Then in 1863 Concert Hall was erected. Located on the third floor of a commercial building, it had poor sight lines and acoustics and was not easily accessible. However, it housed more theatrical events annually than had Town Hall. As Salem grew in population, the Friends' influence began to wane. All forms of professional theatre were not tolerated: legitimate plays outnumbered other forms after the eighties.

Professional theatre reached its peak in Salem during the early 1890's when two theatres were operating in the city. The Grand Opera House, seating 858 spectators, was opened in 1890 under the management of two local businessmen, F. Y. Allen and Sherman Atchison. Concert Hall, under two managers, continued to book attractions, but failed after two seasons because of poor management and the booking of third- or fourth-rate companies.

Collins, Thomas P. The Dramatic Art of Prosper Jolyot de Crebillon: A Structural Analysis of His Tragedies. Indiana U.

In his time, Crébillon was considered France's third great tragic poet. The structural analysis provided here reveals both the strengths and weaknesses of his dramatic art and isolates those elements which may be considered tragic, tragicomic, or melodramatic.

Crébillon went through three periods of development as a dramatist: first, his great tragic period, in which he wrote the purely poetic tragedies, *Idomenée*, *Atrée et Thyeste*, *Electre*, and *Rhadamiste et Zénobie;* second, his period of experimentation with the forms of melodrama and tragi-comedy in *Xerxès*, *Sémiramis*, and *Pyrrhus;* and third, his period of historical tragedy, represented by *Catilina* and *Le Triumvirat*, in which he dramatized with little success unpoetic and undramatic historical subject matter. The key transitional play is *Rhadamiste et Zénobie*, in which Crébillon begins to write plots with double issues, in keeping with the neo-classic notion of poetic justice.

In order to achieve the emotional effect desired or to elucidate his didactic purpose, he often altered or expanded his source materials. In each play, accordingly, a unique plot structure was developed. In several of the plays, the complexities of the plots are by-products of the playwright's means rather than ends in themselves.

Perhaps it was in his dramatic technique that Crébillon was most unique and influential. His long expository scenes, with their extended *récits* and their Senecan monologue-prologues, typify the essentially undramatic approach of the neo-classic dramatists to their subjects. His use of the confidant is at times perfunctory and at times vitally dramatic. His frequent use of the devices of concealed identity, *la voix du sang*, emotional recognition scenes, and occasionally simplified characterization give many of his works their melodramatic overtones and influenced many later dramatists.

Davidson, Ivan H. *Long Days Journey Into Night* by Eugene O'Neill: A Structural Analysis. U. Iowa.

The study proposes to discover *how* the play means by positing and testing a methodology for a structural analysis. The play is described as a complex exploration of the Tyrone familial relationships, their causes and effects, and the reactions to those relationships as the family confronts the specific problem of Mary's return to drug addiction.

The proposed structural organization for the play is that of a pattern of basic behavioral responses to argumentation. The pattern consists of five attitudinal responses or phases (suspicion, accusation, denial, admission, and resignation) which recur in a cyclical fashion throughout the play at three separate levels (scene, episode, and act).

Scene level is composed of small, self-contained dramatic "beats" which progress via the five-phase pattern or one of its variations. The pattern reveals the way in which the play presents its basic information of character, dialogue,

and action, as well as the way in which the play manipulates audience expectations.

Episode level is composed of the major subjects over which the family argues. Each subject area is examined as a single, continuous argument. Through their interconnectedness, the arguments reveal the causes and effects of Mary's addiction.

Act level is composed of the progression of Mary's return to drug addiction when examined by act division. The dominant attitude of each chronological act division is assessed by one of the five phases in progressive order.

Further benefits of the pattern include the ordering of a thorough image study and the positing of alternatives to previous negative criticism.

Eckey, Lorelei F. The Scenic Environment at the Hotel de Bourgogne Determined from Analyses of Twelve Plays Performed at the Hotel between 1628 and 1634. U. Iowa.

Playscripts have been largely ignored as a source of information about the stage environment of French pre-classical theatre. This study analyzes twelve plays performed on the Hôtel de Bourgogne stage: 1) There were two kinds of entrances: back where the actor is seen before he enters and side. 2) There were acting levels, some a few steps high and some higher. Many of these levels were evidently parts of the scenery, and no evidence suggests that the stage itself had a permanent balcony or gallery (though that possibility is not ruled out). 3) There were separable, interchangeable pieces of scenery such as rocks or altars which might be put together to form various settings. There is little or no evidence of "compartments" or complete complex units. 4) There was some movement of parts of scenic units or the use of curtains or tapestry for minor changes. 5) Items on the set could, within the same play and without apparent physical transformation, stand for different fictions: an island in one scene could be a hill in another; a wall of bones in one scene would be Charon's bark in another.

Emmes, David Michael. South Coast Repertory, 1963-1972: A Case Study. U. Southern California.

The purpose of this study was to trace the aesthetic evolution of South Coast Repertory and to determine to what degree the aesthetic tenets of the professional resident theatre movement proved viable in the producing realities of Orange County, California. Since 1963, under the same artistic leadership, South Coast Repertory has sought to create a regional theatre of national importance; it has grown from a homeless touring group into an organized theatre presently housed in a 190-seat open-stage theatre. Its considerable artistic and organizational growth has resulted in its being included in a projected cultural center where its goal of achieving full professional status is assured.

The study investigated the three major periods of South Coast Repertory's production history, employing seven analytical criteria, seeking the identity of those influences or forces that affected the theatre's evolving artistic character. In the first period (1963-1964), the company solidified its commitment to resident theatre and also discovered a strength in producing presentational theatre. In its second period (1965-1967), the company produced 23 productions in its first permanent theatre, the Second Step Theatre; the company developed skill in the ensemble performance of contemporary plays and, influenced by its physical theatre, an intimate acting style. In its third period (1967-1972), South Coast Repertory produced 46 plays on the large open-stage of the Third Step Theatre; this physical environment reinforced the company's strength in presentational theatre. Faced with poor audience support for its productions of classic, experimentatal, and new plays, the theatre entered a period of production experimentation, growing away from its initial aesthetic objectives and seeking its own individual identity as a resident theatre. In doing so, the company discovered an artistic interest and strength in new contemporary plays and received strong audience support for its regional premieres of such works.

Frank, Ted. The Unseen and Unheard: A Theoretical Attribute in the Art of the Stage Play. U. Oregon.

This paper describes the theoretical notion of organicism as it may be applied as a measure of significance to the stage play in performance. The two major divisions, *Loss* and *Recovery*, contain a description of four characteristics that are central in this theoretical model of the unseen and unheard attribute: familiarity, abstraction, texture, and process.

Familiarity is ascribed to the common sense observation that a play is a sum of abstractions taken from an infinite mosaic of potential choices. Varying kinds of loss result from this artistic abstraction. The dimension of texture is asserted to be the primary characteristic of

dramatic significance and is described as a tension-producing condition. The belief affirmed is that the stage play in performance possesses a greater potential for significance if the participants in the event consider multiple points of reference.

A theoretical basis for these assertions is presented first through a creative application of the process philosophy of Alfred North Whitehead, and secondly a consideration of contextualistic esthetics. The primary assertion is that the unseen and unheard attribute, acting in conjunction with the traditional view of objects and substances, may create a tension of viewpoints that can lead to a larger context of recognition and hence to a more significant theatre experience.

Friou, Kenneth A. Non-Naturalist Elements in Strindberg's Principal Naturalist Plays: *Miss Julie* and *The Father*. U. Wisconsin.

This thesis is an examination of Strindberg's principal naturalist plays, *Miss Julie* (1888) and *The Father* (1887), focusing on the non-natural elements. While the naturalism of the plays is defended and the French influences are discerned, the distinction between Zola's documentary naturalism and Strindberg's self-extrapolation is clearly recognized. An examination of Strindberg's background re-evaluates Strindberg's naturalist and French sources and points to a variety of non-naturalist impulses. The examination clarifies technical or functional non-naturalism in both plays. It also reveals a further reliance on symbolism and the injection of non-natural ideological content of major interest. Thus the poetic character of the monologues and other aspects of *Miss Julie* point to concepts of alienation for which analogues are to be found in the idealism of Kierkegaard and Hegel. In *Miss Julie*, discussion of the unhappy consciousness parallels discussion in *The Father* which wrestles with a concept of the atonement stated in weak but clear antagonism to the forces of nature apostrophized as the "God or Goddess of strife." The conclusion explicates aspects of Strindberg's naturalism which are consistent with his subsequent expressionist and symbolist tendencies.

Gaines, Robert Anderson. The Dramatic Universe of Philip Barry. Indiana U.

Throughout his professional career, the American playwright Philip Barry (1896-1949) developed three points of view in a serious spiritual search for meaning in life. These points of view composed his dramatic universe—that part of his personal philosophy which he dramatized. They consist of the right to maintain individuality, the need for love in man's relationships with men and God, and the progress of individuals through a hierarchy of three estates of life.

Individuality for Barry usually meant the right of the individual to determine his own future. For the second and third points of view, Barry developed levels of achievement that individuals could attain in love and life. The hierarchy of love, introduced in *Paris Bound*, moves from physical attraction through love to spiritual union. The hierarchy of life, introduced in *Hotel Universe*, presents possibilities for parallel movement, starting with functional living and progressing through the world of ideas to an awareness of divine "breezes" from the afterlife.

The frequent appearance and use of these three aspects of Barry's dramatic universe show that his serious spiritual search forms a consistent philosophy running throughout his plays. Two major influences guided his search: his religious education in the Roman Catholic Church and his association with the American literary expatriates in Southern France from the mid-1920's to the mid-1950's.

Second Threshold (1949) represents a summation of Barry's dramatic universe because it used situations and ideas from other plays in new combinations, blended Barry's three points of view within the dramatic universe, and dramatized love as the final answer to man's problems.

Glassberg, Roy Ira. The Principle of Unity in Four Cinquecento Comedies. U. Iowa.

This study treats four sixteenth-century Italian comedies: Niccolo Machiavelli's *La mandragola* (c. 1518), Angelo Beolco's *Bilora* (c. 1527), Bernardo Dovizi da Bibbiena's *La Calandria* (1513), and Giordano Bruno's *Il candelaio* (1582). Specifically, the dissertation seeks to discover the principle of unity intrinsic to each work and to determine how the various elements of each combine to produce an artistic whole.

The procedure used in treating the Machiavelli and Bruno plays derives from Elder Olson's *Tragedy and the Theory of Drama*. According to this system, discrepancies between a play's scenario and its plot are regarded as clues to the work's intention. *La mandragola* is found to be unified by a desire to demonstrate the efficacy of *virtu* over *fortuna*. For Machiavelli, these two forces represent the active and passive

principles serving to govern human affairs. A similar treatment applied to *Il candelaio* suggest that the comedy is controlled by the themes of appearance and reality.

A related approach is applied to *La Calandria* and *Bilora*. In each case, deviations from the play's apparent structure are noted and a synthetic overview is proposed which can account for the work as a whole. *Bilora* is found to be controlled by the theme of love, while *La Calandria* is shown to be unified by the twin themes of love and fortune.

Hashimoto, Yoko. Joseph Papp and New York Shakespeare Festival. U. Michigan.

Part I is a chronological history of Joseph Papp and his New York Shakespeare Festival. Paying equal attention to the artistic and administrative phases, this part traces the development of the Festival from its inception to the purchase of the Astor Library Public Theatre by New York City. It covers Papp's fund raising struggles and various problems concerning the fate of the Festival such as the disagreement with Park Commissioner Moses in 1959 and the opposition by some people to the purchase of the Astor Library.

Part II deals with the Festival's activities in the Public Theatre where Papp produces contemporary plays. It is focused primarily on artistic phases.

Part III consists of two chapters and discusses Papp's practice and aesthetics. The first chapter deals with Papp as a producer. It focuses on his essential philosophy in administration, his reasons for choosing the Park and for producing Shakespeare, his free admission policy and fund raising, his ideas about commercialism in the theatre and about the star-system, his conception of the audience and of the permanent company. The last chapter deals with Papp as a director. It focuses on his theory and practice, his attitude to directing Shakespearean plays, on acting and actors, on plays and playwrights, and on the theatre in general.

Hauch, Duane E. The Cai Luong Theatre of Viet Nam, 1915-1970. Southern Illinois U.

Theatre was one of the cultural elements in Viet Nam heavily influenced by the French occupation. Largely as a result of this, a new theatre form called *cai luong* emerged. Early plays were characterized by experimentation, improvisation, and themes focusing on social problems.

While social drama, *xa hoi*, dominated the *cai luong* theatre in the 1920's. Plays based on Chinese stories assumed predominance in the 1930's. The latter, *tuong tau*, included spectacular scenes of sword-fighting and leading characters flying through the air. Reflecting the highest level of *cai luong* playwriting, dramas called *tuong tau*, based on western plays and films, also flourished during the 1930's.

World War II and then the war for independence (ending in 1954) brought forth the war play, the *chien trang*, which utilized film and slide projections and advocated patriotic impulses.

Although the late 1950's saw a resurgence of quality in the writing and acting of *cai luong*, there occurred no innovations or improvements in performance techniques. Since that time, production standards have declined.

As representative examples of their periods, two dramas are translated: act one of *Kim Van Kieu* (1938), based on an epic poem by Nguyen Du; and the complete text of *Looking Back on the Days of Our Youth*. The former reveals the poetic nature and integrated music and dialogue of pre-war *cai luong*. The latter, in contrast, evinces songs chiefly used by actors to display singing ability and comonly repeating information presented in the dialogue; the play represents current *cai luong* drama.

Abstracted by CHRISTIAN H. MOE

Henderson, Peter Wood. A Re-Evaluation of the Major Works of George Kelly. U. Southern California.

George Kelly's major plays were written, produced, and most highly endorsed by leading critics during the 1920's. Since that time these plays have received less and less critical attention and acclaim. The overall problem of this study, then, was to re-evaluate Kelly's works to determine whether or not the diminution of his reputation has been justified. It was necessary to devise some acceptable means of judging both the strengths and weaknesses of the plays and thereby re-evaluate the relative merit of what the critics had to say about them at the height of Kelly's popularity in the 1920's. It was felt that an effective means of judging would be to determine what the most reputable dramatic analysts such as Aristotle, Gustav Freytag, William Archer, Brander Matthews, George Pierce Baker, John Howard Lawson, Marion Galloway, John Gassner, and Frederick B. Millet could agree constituted an effective use of plot, characterization, language, and theme and apply these to Kelly's plays.

By this means, it was determined that effective plot structure must have the following properties: exposition which unobtrusively supplies the antecedent action, which quickly and clearly introduces and evokes interest in the problem of the play and the principal characters, and which provides necessary foreshadowing; a rising action which accelerates and intensifies—made possible only by a well-prepared and skillfully located point of attack, minor conflicts and complications which result in crisis situations, and crises skillfully located for maximum dramatic effect; a major climax which is adequately prepared that becomes the emotional high-point of the work, and causes a complete realignment of the balance of forces; and a dénouement which is a logical solution to the problem of the play and fulfills the function of dramatic recall. It was determined that effective characterization required: that characters be vital and strongly motivated; that they be plausible and consistent; and that to evoke a desired emotional reaction character must have proper emotional dimension and must be universal. Effective use of language made it a requisite that: dialogue be authentic, distinctive, effective, terse, and clear and furnish information about plot, character, environment, and mood. And, finally, theme would be judged effective if it: resulted in unity; was clear, relevant, and universal; and was an integral part of the dramatic action.

Hild, Stephen Glenn. United States Patents Pertaining to Theatre, 1916-1945. U. Missouri.

The purpose of this study was to analyze United States patents pertaining to theatre from 1916 to 1945 and to provide an index to these patents.

The beginning date was the terminus of Johnson's study, and the final date was 1945 to include applications made before the entrance of the United States into World War II. This study is confined to United States patents because of the emergence of the country as a world leader by World War I. Primary sources were the U.S. Patent Office *Indexes, Official Gazette*, and *Specifications and Drawings*.

The patents fall into broad categories concerning theatre architecture, scenery, special effects, shifting and bracing devices, and lighting. These are discussed under separate headings in Part I.

Part II comprises a brief description of each patented device, and where feasible an explanation of the unique quality that warranted the granting of a patent. These are arranged by date of issue.

Appendix A presents a cross-index by subject of the patents included in Part II. Appendix B includes an index of patents that could pertain to theatre but are not included in Part II. Appendix C includes drawings and complete patents of some of the more innovative or interesting devices, arranged in order of discussion in Part I.

This study concludes that, except in lighting, there is little correlation between the patent records and what actually happened in the theatre, but that several of the patents offer feasible solutions to on-going scenic problems.

Hossalla, Richard J. Henry E. Abbey, Commercial-Manager: A Study of Producing Management in the Theatre of the Late Nineteenth Century, 1870-1900. Kent State U.

The purpose of this study was to record and analyze the policies, the artistic endeavors, and the individual enterprises of Henry E. Abbey (1846-1896), with the hope that such a study will not only expand information on one specific theatrical producing manager, but shed light on nineteenth-century management in general.

Several libraries and collections have been invaluable in unearthing letters, newspaper clippings, pictures and playbills. In addition newspapers, periodicals and trade journals were utilized as sources of information regarding Abbey's role as a producing manager.

This study was introduced by a brief overview of the theatrical forces at work during the period between the years of 1870-1900 in an attempt to show how these forces affected the status and nature of the producing manager. A chapter was devoted to pertinent biographical and professional information on Henry E. Abbey, the man and the commercial manager. The last two chapters of text material deal with his management of "stars" and special cases. Each chapter was concluded with a summary which attempted to consolidate the material presented in that particular unit.

Critical reaction to the work of Abbey was interspersed throughout the text as were appropriate photographs. In addition, two appendices supplied a chronology of Abbey's professional activities, and a selective list of suggested topics for further research.

The following conclusions were drawn: Henry E. Abbey may be described as representative of the tendency of the period toward "many and varied specialized forms of stage entertainment."

He studied the public demand and endeavored to provide the right entertainment. He can be considered a transitional figure who bridged a period that emphasized a lack of concern for the theatre as a business and an era which strove to promote "commercialism" as its primary theatrical concern. He was a forerunner of the Syndicate, the Shubert enterprises, and others who have contributed to the development of the theatre as a business as well as to its artistry.

Kautman, Edward Kenneth. A History of the Development of Professional Theatrical Activity in Los Angeles, 1880-1895. U. Southern California.

The purpose of this study was to describe and evaluate the growth and development of professional theatre in Los Angeles from 1880 to 1895 in the context of the growth and development of the city and the national trends in professional theatre during this period.

Although the profesional theatre in America had expanded by mid-nineteenth century from New York to San Francisco, Los Angeles in 1850 was still a semi-lawless frontier town with a population of 1,610.

After a decade of floods and droughts, the Southland's cattle industry was virtually bankrupt. With the breakup of the ranchos in the sixties, Los Angeles began to prosper; it was during this time that the city's first theatrical activity took place. By the time Los Angeles was linked by rail to San Francisco in 1872, Angelenos had already witnessed two erratic seasons of professional theatre at the small, inadequate Merced Theatre, built in 1870 and still standing. When the Merced could no longer serve as the city's "first" theatre, the Germania Society's Turnverein Hall, a combination meeting hall-gymnasium-theatre, housed all of Los Angeles' legitimate theatre.

By 1880 local theatre, although limited in scope, had undergone a process of Americanization which coincided with the city's growth and development. Suddenly, after thirty years of gradual change, Los Angeles began to grow at a startling rate. Encouraged by the coming of the transcontinental railroad in 1882, Angelenos started to advertise the glories of the Southland, and by 1885 a spectacular real estate boom was underway. After the boom had faded in 1889, Los Angeles had over 50,000 permanent residents, new banks, schools, electric streetcar lines, and 100 miles of paved sidewalks. It also had two new luxury playhouses, the Grand Opera House and the Los Angeles Theatre, and a third—the Burbank Theatre—under construction; it had a theatrical division of minor theatres, an established theatre season, an army of eastern stars and companies, and a local group of talented theatre people.

Kilker, Marie J. Petrone. The Theatre of Emmanuel Robles: An American Introduction with a Checklist on Criticism and Production. Southern Illinois U.

Emmanuel Roblès, a North African writer of French expression, merits American recognition as a man of letters. Although Roblès fame rests preeminently upon his achievements in fiction and editing, the range of his work in theatre seems noteworthy too. It covers playwriting, translation, and adaptation; reportage and criticism; theatre administration and promotion; and varied contributions to radio, television and film drama.

Because few works of or about Roblès have been translated into English, and fewer still published in the United States, he is almost unknown to Americans. The study gives a general introduction to the man and his work, then tells the story of Roblès' theatre. The account is biographical, genetic, factual, and critical. It focuses on Roblès' plays: *Un Déserte* ("Desert Isle"), *Porfirio, L'Horloge* ("The Clock"), *Plaidoyer pour un rebelle* ("Case for a Rebel"), *Mer Libre* ("The Open Sea"), and *Les Yaquila* ("Yaquils"). Selected productions are also discussed.

The study also shows how Roblès' internationally acclaimed play, *Montserrat*, was transformed and distorted in an English-language "adaptation" by Lillian Hellman. Critical assessments and production failures attached to this version of *Montserrat* have since obscured in this country both the original work and its author's theatrical opportunities.

Translations of many of the materials discussed are provided. Sources of information include the author, his archives, the files of his Paris publishers, and prominent literary and theatrical people. A checklist of critical articles and a production record, with reviews and information, are offered as bases for further investigation of Roblès' theatre.

Klein, J., A. Owen. Theatre Royal Montreal, 1825-1844. Indiana U.

The first permanent theatre building in the city of Montreal, Quebec, was erected in 1825 and remained standing until 1844. Prior to 1825,

the city enjoyed forty years of professional theatre beginning in 1786 with a short visit by the Allen Bentley, Moore Company of comedians.

In the latter months of 1824 and early 1825, a group of interested citizens, led by John Molson, Esq., agreed to establish a theatre by joint stock. The building was completed in November, 1825.

Frederick Brown became the first manager of the Theatre Royal and gathered a company of some fifty actors, technicians, and musicians who carried out an extensive first season of one hundred nights, including guest appearances by R. C. Maywood, Eliza Riddle, Thomas S. Hamblin, Mrs. Gilfert and Edmund Kean.

After two years of housing amateur performances, the theatre was leased by Vincent DeCamp, who was to occupy the position of manager longer than any other. DeCamp presented three summer seasons between 1829 and 1833. There was no theatre in 1830 for unrecorded reasons and cholera prevented public entertainment in 1832. DeCamp brought Clara Fisher, Mr. and Mrs. Edward Knight, James Hackett, Edwin Forrest, Charles Kean, Charles Kemble and Fanny Kemble to play in Montreal.

The frequency of performance fell rapidly and civil disorders in 1837, stemming from the French-English imbalance in population and government, limited public perfomances. The theatre was finally sold and razed in 1844 to make room for the Bonsecours Market. The Theatre Royal was followed by more profitable theatres but despite its financial losses, poor support, and occasional bad management, this theatre pioneered professional theatre in Montreal.

Kunde, Arnold J. A Structural Analysis of Douglas William Jerrold's Melodramas. Indiana U.

Douglas William Jerrold (1803-1857) was a prolific English playwright and was recognized by his contemporaries as a talented dramatist. This study examines the structural features of Douglas Jerrold's melodramas—how they are formulated, the elements which make up their formulation, and the distinctive divergencies in their formulation. *Ambrose Gwinett; or, a Sea-Side Story* (Coburg, 1828) is examined in detail, while the rest of the plays are examined primarily in terms of their structural divergencies from *Ambrose Gwinett*.

This study reveals that Jerrold did not significantly depart from the kind of structure usually found in nineteenth century English melodrama—a temporarily serious action; high dependence upon chance and coincidence; static character types who rarely participate in moral deliberation or decision; much of the story conveyed through pantomimic dramatization; and the evoking of the primary emotions of fear and hate. Two divergencies are apparent in Jerrold's melodramas: first, Jerrold rarely employed the kind of naturally or supernaturally effectuated catastrophic spectacle which characterized the melodramas of many of his contemporaries; second, Jerrold sometimes reduced the effectiveness of his melodramas by introducing an element of understanding into the motivations of his villains and thus made them partly pathetic rather than wholly antipathetic agents.

Several other conclusions are reinforced in this study. First was his introduction of the common British seaman as the hero, along with the nautical jargon which was a distinctive part of this character's speech. Second, he solved dramatically the dilemmas created in his plays rather than suggesting solutions to the social systems themselves. Finally, the study reveals Jerrold's employment of English rather than the foreign subject matter used by the majority of his fellow dramatists.

Levitt, Harold. Comedy in the Plays of Eugene O'Neill. City U. New York.

This is a study of the comedy that appears in the texts of O'Neill's plays. Comedy is defined in terms of the variety of comic elements that are found in all plays. The paper establishes the nature and extent of the comedy O'Neill put into his plays, and leads to a formulation of the ways he used comedy to affect his plots, themes, and structures. Finally, the relative importance of comedy in any thorough critical assessment of O'Neill's work is emphasized.

Levy, Sam. A Critical Study of *Habima* Plays as an Expression of Israeli *Nationalism* from 1948 to 1968. Bowling Green State U.

Hebrew plays produced by Habima between 1948 and 1968 were examined to determine the extent to which they gave expression to Israeli nationalism.

Twenty-five scripts, comprising the complete Hebrew repertory of Habima within the twenty years scope of the study, were evaluated by means of descriptive analysis. Theme, setting, plot, and language were examined, and related professional critiques were reported. A survey of Habima's origins as a Soviet State Theatre

(1918-26) indicated the thread of continuity linking Zionist aims of the past with those of the present in Israel: a national home and a national language. Eight dominating themes were discovered in the twenty-five plays: 1) Abandonment of the kibbutz and country are national disasters. 2) Unity is strength. 3) Collective life is superior to city life. 4) Conservative fathers have difficulty with liberal sons. 5) Isolation is hazardous to the state. 6) Duty is of higher priority than personal freedom or comfort. 7) Free press is destructive to the state. 8) Coming of the Messiah necessitates the destruction of Jewish history.

Designated as the Israeli National Theatre by the state in 1958, Habima is comparable to some national theatres and is unlike others. Habima responded to the needs of the Israelis by developing Hebrew as a theatrical language, producing the best of world drama, mirroring the national reality as it is and as it could be, but at the same time never becoming a tool of the government.

Maloon, James R. Counterplays: A Collection of Works for the Theatre. Southern Illinois U.

The collection consists of original theatre pieces written between 1970 and 1972. Included are products of the author's experiments in multilinearity; i.e., the literal or implicit employment of two or more simultaneous "lines" of events or, looking at the matter spatially, the controlled division of audience focus or polarity.

The material is prefaced by a semi-aleatory essay, "Fields and Fragments," an introduction to multilinear composition for the theatre. Five scripts follow: *Deathworks*, an environmental performance piece for speakers and mime ensemble; *Mobile II*, a multilinear theatre piece adapted from *Mobile*, a book by Michel Butor; *Atrocity Piece (1971)*, a poem for interpreters; *Visions and Revisions*, a piece for three interpreters; and *Root!*, a Machiavellian libretto for a comic opera, based on *Mandragola*, by Niccolo Machiavelli (the finished opera is the result of the collaboration of the author with composer Will Gay Bottje).

Manning, Thomas J. The Staging of Plays at Christ Church, Oxford, 1582-1592. U. Michigan.

The dramatic movement nourished in the English Universities during the Elizabethan era produced a series of plays, most of them in Latin, which provide information for the study of Elizabethan stagecraft. Among the most illuminating of these plays are the three written by William Gager and performed at Christ Church, Oxford during the decade, 1582-1592.

As a prelude to the study of Gager's plays, an attempt was made to determine the sixteenth-century status of Christ Church Hall where the plays were produced. It was found that there had been no significant alteration except that the hall was originally fitted with three entry doors at the east end rather than the present single door.

The text and stage directions of Gager's three plays, *Meleager*, *Dido*, and *Ulysses Redux*, were scrutinized. Comparison was made with the classical sources to determine what changes were due to the peculiarities of the Christ Church stage. Attention was given to Gager's use of scenic devices to communicate thematic material. The college expense accounts and other external sources were also examined.

From this study it was concluded that Gager wrote plays according to the dictates of classical dramaturgy and staged them according to the principles of medieval stagecraft. The plays bear the marks of simultaneous staging; locale is represented by a scenic device which is visually identifiable as the place which it represents; two or more locales are presented on the stage at one time; large properties remain on stage during the performance.

McGill, Robert Emmett. Stratford '55: The Establishment of Convention. U. Michigan.

The Stratford Shakespearean Festival of Ontario was influential in popularizing the open stage and developing its theatrical conventions. This study described those conventions established in 1955 (Tyrone Guthrie's *The Merchant of Venice* and Michael Langham's *Julius Caesar*) by directional creation of movement as reconstructed from prompt book recordings. The prompt books, the Stratford stage, and its inherent convention are described and illustrated. In a scene by scene reconstruction of both productions, an examination is made of the directorial establishment of convention as seen in the creation of modes of movement. These in turn reflected directors' perceptions of the plays and their uses of the open stage's facilities in transmitting productions to the audience. Guthrie's conventions harmonized the diverse modes of movement in the disparate worlds of Venice and Belmont. His vision stressed the play's formal completeness, and his

stage animated the action of the drama as symbolic of an enduring poetic truth. He encouraged his audience to participate by observing the drama as ritual. Langham's conventions were illusion oriented. Based on his existential view of the play, his production seemed to spontaneously create itself through the characters' free will. His stage set various scenes in specific locales and sustained architectural relationships to offstage environments. His audience was cast in a role-playing, present tense dialogue with the action. By comparison and contrast of these diverse conventions the flexibility of the open stage was demonstrated.

Naidoo, Muthal. N. P. van Wyk Louw and D. J. Opperman: Afrikaans Verse Dramatists of South Africa. Indiana U.

As the Afrikaners, the descendants of the Dutch people who settled at Cape Town in South Africa in 1652, adopt the double role of colonizer and colonized in the government of the Republic of South Africa. This study attempts to discover expressions of this ambivalent identity in the finest Afrikaans dramas. Afrikaners are justly proud of the achievements of N. P. van Wyk Louw and D. J. Opperman, authors of the three best Afrikaans plays.

Periandros van Korinthe by D. J. Opperman, set in the time of Periander (625-585 B.C.), tyrant of Corinth, reveals the horrors that result from Periandros' confused attempt to rule Corinth according to poetic principles. As Periandros' deep sense of insecurity causes him to eliminate all those who challenge him, it is impossible to determine from his actions whether it is possible for a poet to be an effective ruler, for Periandros' weaknesses overshadow his attempt to combine the power of the ruler with the wisdom of the poet.

Similarly, Opperman's protagonist in his second play, *Vergelegen*, is a man whose great failings make it impossible for him to realize his dream. Central to Van der Stel's dream is the theory of integration which is discredited by his defeat, while apartheid, inherent in Afrikaner nationalism, is vindicated. This facile conclusion results from the creation of an antiheroic protagonist.

It now becomes necessary to find a correlation between these and the double role of the Afrikaner. The Afrikaner who claims South Africa as his homeland adopts a policy of racial discrimination in order to preserve his foreign identity. Thus the Afrikaner has the tendency to regard his European heritage as the means to demonstrate his superiority, and to value Afrikaner Nationalism which embodies apartheid. The ambivalent role of the Afrikaner, therefore, finds expression in Louw's and Opperman's plays and contributes adversely to their success.

Peake, Donald James. Selected Plays of Lennox Robinson: Mirror of the Anglo-Irish Ascendancy. Southern Illinois U.

The Anglo-Irish Ascendancy in Ireland had provided much of the political, cultural, and artistic leadership in Irish affairs for more than two hundred years, when, in 1921, Ireland at last won its independence. Yet few playwrights of the Abbey Theatre used that Ascendancy as a basis for their plays. Of the exceptions, Lennox Robinson was the most notable.

This study examined eight plays of the Irish dramatist to discover how the playwright presented the Anglo-Irish characters he created, and to determine what attitudes toward the Anglo-Irish Ascendancy Lennox Robinson took.

The study included a historical survey of the Anglo-Irish Ascendancy from the seventeenth century to the present day, and a literary survey which demonstrated both the self-portraits provided by Anglo-Irish writers of the past two hundred and fifty years, and the largely hostile views of that class expressed by Irish nationalist writers.

From a historical-critical analysis of the plays, especially of *The Big House* and *Killycreggs In Twilight*, the study concluded that Robinson's version of the Anglo-Irish Ascendancy was a historically valid one, that he believed the Ascendancy's major problem in the twentieth century was one of self-identity, and that he felt both the Anglo-Irish and the Irish nationalists should find in modern Ireland means to make better use of the traditions and talents of the Anglo-Irish people.

Rang, Jack C. Concepts of Love in American Plays on Broadway, 1950-1965. Northwestern U.

The study began with the proposition that changes wrought by the introduction of atomic warfare had so affected the psychological climate of the United States that the one human value which remained untouched was love. The hypothesis was that playwrights of the period from 1950 to 1965 had discerned this situation and had, accordingly, made love a basic concern of their plays, using it as a standard of hope for the future of society.

Consideration was given to the critical theories of love expounded by philosophers and psychologists, and three major concepts—designated acquisitiveness, benevolence, and bivalence—were selected. These concepts were then applied to forty-five plays which were either winners of major critical awards or the most popular plays on Broadway during the fifteen year period. Discussions focused on the role of love as manifested in the lives of both the major and minor characters in the plays.

The study indicated that no single, unified concept of love emerged from the plays; however, the playwrights had frequently chosen benevolent love over acquisitiveness, and this tendency was most often demonstrated through the theme of fraternal love. The major manifestation of this theme appeared as love for neighbors—the love through which all men become brothers. Love proved significant in the development of many of the plays, but its treatment was often limited to the most primary levels of expression. The writer felt that the essence of love was never really touched by the playwrights of the period.

Rintz, Donald R. David Garrick's Version of *Romeo and Juliet:* An Annotated Edition. U. of Wisconsin.

This edition of David Garrick's version of *Romeo and Juliet* presents the results of the collation of Garrick's text with Shakespeare's text as it was printed by the early eighteenth-century editors of Shakespeare—Rowe, Pope, Theobald, Hanmer, and Warburton. These collations show that Garrick changed a good deal less of Shakespeare's text than he has been accused of changing by critics in the nineteenth and twentieth centuries. In fact, Garrick presented *Romeo and Juliet* as faithfully to Shakespeare as the tastes of his audience and his critics would allow.

The notes to this edition trace every variant reading found in Garrick's version to its source.

Robertson, C. Warren. The Theatre as a Vehicle for Community Action. Florida State U.

The study investigates the interrelationship of the theatre and the community and considers aspects of the broader question of the interrelationship of art and society. In the first portion of the dissertation a theoretical framework for considering the relationship of art and society is developed. Since we are unalterably committed to an industrialized and urbanized way of life, primary attention is focused on the potential and the actual function of art in contemporary American communities.

The second portion describes a community action theatre experiment carried out in Tampa, Florida, during the summer of 1970. Working in a ghetto area in Tampa, the investigator guided the creation and execution of two community action plays. A number of observations are made pertaining to race relations, community relations, and community-police relations.

The final portion of the dissertation is a national study of arts programs being offered through Model Cities Agencies of the United States Department of Housing and Urban Development. The conclusion indicates that the value of the arts in the community lies not simply in their potential to alter and strengthen community life, but in their ability to contribute qualitatively to the lives of individuals. It is enough if a work of art pleases only a single person. But, the study concludes, if it can do more than this, if it can add beauty, pleasure, and dignity to everyday life and work, if it can unify people and revitalize a truly genuine culture, then it shall have served an exceptionally worthy purpose.

Rockey, Laurilyn J. A Stylistic Analysis of Three Plays of the Chester Cycle: *The Three Kings*, *The Obligation of the Three Kings*, and *The Slaughter of the Innocents*. U. Iowa.

The purpose of this study is to demonstrate the use of a comprehensive critical methodology developed in order to determine the number of authors and revisers who contributed their work to Plays VIII, IX, and X of the Chester cycle.

The first major section is devoted to a linguistic analysis of the three pageants, using over twenty separate linguistic criteria for defining and isolating distinctive styles. The second is an examination of the dramatic techniques employed in the plays to see if any inconsistencies exist, and, if so, whether these differences correspond with those linguistic variations found in the previous section. The following section involves an investigation into the various religious and secular sources of the materials used in the plays in an effort to provide both an additional means of authorship clarification, and a method of dating some of the passages. The fourth section contains a survey of any external records which suggest that the plays have undergone revision.

The results of these analyses indicate that

the majority of Play VIII, all of Play IX, and 180 lines of Play X were the work of one author and at one time constituted the core of a single pageant which was eventually divided and amplified by later redactors. These plays thus furnish an interesting example of the growth of the Chester cycle through the subdivision of individual pageants, and the methodology employed in the study could be used for an authorship analysis of the entire cycle.

Ronning, Robert T. The Development of English Comic Farce in the Plays of Sir Arthur Pinero. Wayne State U.

The purpose of this study was to show that Sir Arthur Pinero's major contribution to theatre was that of a farce writer, and to examine the development of comic farce in a group of his plays which constituted an original and distinctively English form of art in the Victorian theatre. The study attempted to show that farce and comedy dominated most of his career, and tried to trace the evolution of Pinero's unique and popular comic form which had its roots in early English comedy and French farce, and eventually developed into a peculiarly English type of comic farce after Pinero had completed his first three Court farces in 1887.

The original nature of this comic form emerged and developed primarily through Pinero's treatment of a series of eccentric characters who were elaborately believeable and very English in nature and temperament. The form reached its highest degree of comic art in the Court farces, beginning with *The Magistrate* (1885), *The Schoolmistress* (1886), and *Dandy Dick* (1887), and thereafter the form began to weaken as Pinero wrote farces containing a combination of comedy, satire, and sentiment.

This study concluded that Pinero's real and lasting achievement was not in his dozen or fewer realistic plays but rather in his mastery of a comic form which led the way—if not backward to the English comedy of manners—to a modern form of English comedy which pre-dated the works of Wilde, Maugham, and Coward.

Schulz, Stephen C. The Contribution of William Poel to the Modern Theory of Shakespearean Acting. U. Iowa.

This study attempts to present in detail and in an integrated form Poel's theories concerning the proper method of acting Shakespeare's plays, to view those theories in historical context, and to estimate their lasting value. Poel's theory is reconstructed chiefly from his articles for magazines and journals and from his *Monthly Letters*. To establish his context, criticisms of and theories about Shakespearean acting expressed by Poel's contemporaries are examined.

Poel countered the star-centered theory of his time by de-emphasizing the actor's personality, stressing physical impersonation of roles, and encouraging search for a single valid Shakespearean "intention." Unlike many of his contemporaries, Poel stressed the actor's need for technique. He minimized movement while emphasizing verse speaking in which he desired variety, rapidity, an illusion of naturalness, and both a suggestion of rhythm and avoidance of adherence to scansion. His suggestions for achieving these results consisted mostly of stressing only "key words," those which carry meaning.

Critical evaluation of Poel's ideas shows that they are incomplete, though possibly germinative, approaches to a method. But they suffer from vague definition of terms, over-simplification, careless use of historical evidence, and enthusiastic acceptance of unwarranted notions. The chief value of Poel's theories lies in their aspirations—toward careful interpretation, toward respect for technique, toward higher standards of poetic speech—rather than in their working-out of details.

Siefkas, James M. A History of Theatre in La Crosse, Wisconsin from its Beginning to 1900. U. Missouri.

The history of theatre in La Crosse, Wisconsin, from the first recorded performance in 1858 to 1900 demonstrates aspects of theatre that were important to La Crosse theatre and America in general.

La Crosse citizens built three theatre buildings during the nineteenth century. The third theatre, the La Crosse Theatre, built in 1888, was a well equipped and comfortable theatre. It was fairly typical of other theatres in America, but warrants special notice because it was lighted by electricity earlier than theatres in many other cities the size of La Crosse.

Many prominent actors toured La Crosse and influenced the theatre of the area. This study shows what La Crosse critics thought of actors who were important to La Crosse theatre, and briefly compares those findings to critical opinions of the same actors in larger metropolitan

areas. Similarly, this study points out the type of play that was most appreciated in La Crosse and compares that to the type of play that was popular in America at large.

During the last century about one-third of the La Crosse residents were German immigrants. To help maintain the German language and culture, La Crosse citizens built a theatre, hired professional directors, and presented plays in the German language. La Crosse, thus, had an active community theatre a quarter of a century prior to the general community theatre movement.

Generally, La Crosse theatre reflected theatre of the same period in larger metropolitan areas. There are enough significant differences, however, to make this study important to the overall knowledge of theatre history.

Stowell, Donald Charles, Jr. The New Costuming in America: The Ideas and Practices of Robert Edmond Jones, Norman Bel Geddes, Lee Simonson, and Aline Bernstein, 1915-1935. U. Texas.

American costuming during the period 1915 through 1935 underwent both developmental and innovative influences. These influences are reflected in the work of Robert Edmond Jones, Norman Bel Gedes, Lee Simonson, and Aline Bernstein. The individual vision of these designers remains an important aspect in their costuming. It shows their dreams to unify the visual aspects of production as fully as possible. The use of line reflects a development over the previous aim to reproduce authentic costume sources or to theatricalize those sources. The use of color shows a development of the aims of being decorative and of being psychologically relevant to character. Their innovative concepts included symbolizing an idea or a theme through the use of a dominant color, of simultaneously illuminating an image and a character, and of providing an underlying rhythmic, emotional response to costumes through color. The new costuming places unprecedented value upon the craftsmanship of costuming in rendering techniques, construction methods, and fabric combinations. The practices of designers during this twenty year period brought a new life and a new respect to costuming in the theatre.

Theodore, Terry. A Critical Study of Domestic Themes in American Comedy from 1900-1918. U. Michigan (1971).

This study attempted to demonstrate that American domestic comedy produced in New York City in the years 1900 to 1918 became increasingly realistic in its presentation of the highly personal problems involved in courtship, marriage, family life, and divorce, and reflected the changing American scene more accurately than at any previous time.

The first part of the study examined the roots of American domestic comedy and the influences that affected it in the early part of the twentieth century. The body of the dissertation concentrated on the four particular concerns of domestic comedy: courtship, marriage, family life, and divorce. A number of individual plays were discussed with emphasis on their general trends and dramatic techniques.

The section on comedies of courtship noted a shift in attitude between early comedies and those produced later in the period. Comedies of marriage were either farces of comedies involving serious personal problems, such as infidelity, loneliness or jealously. Family comedy of the period was more concerned with preserving the social and economic values of the family unit rather than with asserting the independence of American life in the twentieth century. Comedies of divorce were remarkable chiefly for their existence and the fact that they were produced at all suggests comedy's responsiveness to contemporary social pressure.

From the standpoint of American dramaturgy this seminal period, roughly 1900-1918, contributed a vitality to comedy which, while not considered to have great literary merit, nonetheless played a significant role in the development of the modern American theatre.

Thompson, Sister Mary Francesca. The Lafayette Players: 1915-1932. U. Michigan.

The purpose of this dissertation was to chronicle the contributions of the Lafayette Players. Except for the short-lived endeavors of the African Grove Theatre, 1820, this unique company of performers was the first black dramatic stock company in America.

Their seventeen-year career was traced from accounts given by the originator of the group, Anita Bush; from interviews with two former members and with persons indirectly associated with the Players; and from printed materials such as books, articles, scrapbooks, and weekly black newspapers.

Beginning at the Lafayette Theatre in Harlem, the Players eventually branched into four companies and toured the country, introducing legitimate drama to black audiences in more than twenty-five cities.

The bulk of the dissertation lists titles of over 200 dramas presented, together with the time and place of performances. The success of the Players, the only major black company of its kind, attracted the attention of audiences and critics, who, prior to their advent, had accorded black entertainers little, if any, appreciative attention.

The financial depression which swept America in the late twenties was one of the principal causes forcing the group to disband in 1932. The final chapter presents a summary and conclusions drawn from the study, emphasizing the positive contributions of these black artists to American theatre history.

Wade, Jere D. The San Francisco Stage, 1859-1869. U. Oregon.

A tradition for theatre established in San Francisco during the 1850's continued and expanded in the city's second decade. Lavish theatres were built; famous players visited the West; and the newest dramas, some within weeks of their Eastern premieres, were produced. By 1869 San Francisco ranked third in the nation in total box office receipts, behind only New York City and Boston.

This dissertation is an account of the theatre in San Francisco during the 1860's. In general, it is confined to the legitimate, English language professional stage. Within these limitations, the study documents theatrical activity in San Francisco from January 1, 1859 to December 31, 1868. This work follows the precedent set by the Stanford University dissertations of Frank Fenton, who documented the 1950's, and Walter C. Krumm, who examined the 1870's, and completes the chronicle of the first thirty years of San Francisco's theatre. The principal sources consulted were daily newspapers of the period.

The text includes descriptions of the theatres and an acount of the management practices at each of the playhouses which offered legitimate performances. An analysis of the season's at these theatres is given. The popular performers, their repertoires, and the critical reception they received in San Francisco are considered. Most players, whether supporting or star, pursued particular lines of business; and representatives of each of the major lines are discussed. Something of the nature of scenic spectacle is described; and finally a description of audience conditions and conduct is included.

Walker, Phillip Nathaniel. A History of Theatrical Activity in Fresno, California, From Its beginning in 1872 to the Opening of the White Theatre in 1914. U. Southern California.

The purpose of this study was to present an account of the development of theatrical activity in Fresno, California, from its founding in 1872 to the opening of the White Theatre in 1914, and to determine the relationship of that development to corollary developments within the American theatre as a whole, within the theatre of the state, and within the political, social, and cultural institutions of the city and its immediate environs.

The span in the theatrical history of Fresno encompassed by this study coincides closely with the beginning, ascendancy, and early decline of the American combination system. At the time of Fresno's founding in 1872, the legitimate theatre in the United States was undergoing a fundamental reorganization. From approximately 1870 to 1875, the touring combination system first challenged and then supplanted the resident stock company system which previously had dominated the nation's legitimate theatre. This radical change in the direction of American theatrical development soon resulted in the establishment of central booking agencies, touring circuits and, finally, the infamous Syndicate in 1896. The dominance of the combination system was not seriously threatened until about 1910 when vaudeville, motion pictures, and revitalized resident stock companies began to attract substantial patronage. By 1914, the year the management and the name of the Barton Opera House were changed and the White Theatre opened, a new American theatrical epoch, that of silent films, unmistakably had begun.

Wedwick, Daryl M. United States and British Patents of Scenic and Illusionistic Devices and Effects: 1916-1970. Bowling Green State U.

This study traces the development of scenic and illusionistic devices for theatre as documented in United States and British patents within the period 1916-1970.

The research plan was to investigate patent classifications for devices which could be classified as theatrical patents, to search thoroughly the appropriate classifications to discover specific patents which fell within the scope of the study, and to research other sources such as theatrical periodicals, technical journals, reviews, and

theatrical histories to obtain information which would relate the patent information to actual use of the devices. As a result, technical and historical trends and developments both in the theatre and in other areas of performance have been defined.

Two major trends became apparent in the course of the study. The first was the increase in sophistication of the mechanical and electrical components employed in the patented inventions. The second defined the number and chronological distribution of the patents. Though patenting of theatrical devices declined rapidly after 1930, this trend appeared to have reversed itself in the last five years of the study. Several significant developments in theatre technology have also been documented.

The study concluded that the development of theatre technology within the period covered was influenced by factors such as the literary merit and technical requirements of the plays produced, the development of sound motion pictures, economic conditions, the rate of construction of new theatres, and the availability of the results of new technological breakthroughs in science and engineering.

Weingarten, Aaron. Chekhov and the American Director. City U. New York.

Given a number of representative American directors, the investigation is designed to seek critical and determining factors that may lead to more successful productions of Chekhov's plays in America and includes directing and acting techniques, rehearsal procedures and conditions, types of theatre organizations, architectural and scenic environments, and peculiar aptitudes of individual directors.

The American directors are: Eva Le Gallienne, Jed Harris, Robert Milton, Guthrie McClintic, Norris Houghton, David Ross, Alan Schneider, Lee Strasberg, Harold Clurman, and William Ball, all of whose twenty-one Chekhovian productions encompass the period in the American theatre from 1926 to 1969.

The production procedures covered in the study include the directors' analyses of Chekhovian drama, pre-rehearsal planning, rehearsal methods, collaborative work with the contributing artists and technicians, appraisals of the productions by critical observers and participants, and additional after-thoughts of the directors.

A comparative evaluation of the directors and their productions reveals the importance of certain critical factors when assembling a company and the need for the appropriate rehearsal conditions and atmosphere in order to create an ensemble unit. Consideration is also given to the special aptitudes and abilities of directors that have been found essential for directing Chekhov as well as the importance of architectural features for a favorable environment. A number of general assumptions expressed by several of the directors are taken for granted by many theatre people as to what conditions are considered necessary for the directing of Chekhov. These assumptions are examined and discarded based on the findings in the study.

Wolfert, Wayne R. A History of the Grand Opera House, Eau Claire, Wisconsin: 1883-1930. U. Wisconsin.

The Grand Opera House was built in 1883 in Eau Claire, Wisconsin, a river town and lumbering center and the only large city on the rail line between Chicago-Milwaukee and Minneapolis-St. Paul. A reasonably detailed and accurate history of this theatre was constructed using primarily information found in the city's two, and at times three, daily papers. Accuracy was not found to be one of the journalistic strong points, nor was theatre criticism. Seldom were qualified critics employed by any of the papers. Much of the material handed out by theatrical press agents and advance men found its way into the reviews, accounting for a large quantity of factual material. Due consideration was given to the fact that publicity hand-outs tend to be inflated.

The number of visiting road companies was found to increase from 1883 until [illegible] Before the turn of the century, plays, surpr[illegible]often, toured before going into the large cities. As time passed the period between the Broadway opening and the arrival of the road company increased to as much as several years. There was no resident stock company; only traveling stock companies played the Grand. The star-manager of the early years was replaced by the theatrical producer before the turn of the century. As expected, the number of road companies declined with the arrival of the feature motion picture and almost totally disappeared with the depression and "talking pictures."

Appendices contain a comprehensive list of performances at the Grand Opera House and selective lists of performances at the city's other theatres for the period covered.

Woodland, Ronald Stanley. Time and History in the Works of Jean Genet. Tulane U.

The purpose of this study was to trace the evolution of Genet's ideas about time from their

germination in his earlier works to their fruition in his latest play. It was proposed that Genet begins his work with a concept of man as trying, vainly but inevitably, to escape his situation in moving time and that he evolves a vision of man as able to integrate his quest for permanence outside time's movement with the knowledge that such movement is inescapable.

Using the writings of Georges Poulet and William F. Lynch as philosophical groundwork, the study divided itself into five main chapters. Chapter One discussed Genet's explorations of problems of time in his novels and suggested that these explorations made artistically necessary his transition to drama. Chapter Two analyzed *Deathwatch* and *The Maids*, both of which concern the alienating effect of clock or calendar time on the individual personality. Chapter Three investigated Genet's transformation of his perceptions in these plays into a theory of history in *The Balcony*. Chapter Four centered upon *The Blacks*, in which Genet applies his theory of history to the political and social future. Chapter Five studied *The Screens*, in which Genet creates a hero able finally to reconcile the desire for permanence which has been the motivating force of history with the recognition of time's movement which is man's hope for the future. Finally, it was concluded that, with his reconciliation, Genet brings his writing career to a logical end.

Woods, Alan Lambert. The Interaction of Los Angeles Theater and Society Between 1895 and 1906: A Case Study. U. Southern California.

This study explores Los Angeles commercial theatre between 1895 and 1906 to determine the relationships between local theater and society. The period witnessed increasing urbanization throughout the United States. Los Angeles, whose population trebled between 1890 and 1905, registered the highest growth rate in the nation. Los Angeles had few resources to foster its boom; it grew because it represented a reaction against national urban trends. Cities' concentrating effects revealed the existence of social inequalities, while their ethnic minorities demonstrated that the United States was no longer socially homogeneous. By contrast, Los Angeles' population had strikingly low percentages of foreign-born white and non-white residents, percentages which decreased between 1895 and 1906. Los Angeles drew its residents from the American Midwest. During years which projected Protestant, Anglo-Saxon concepts as cultural ideals, Los Angeles reproduced those ideals both demographically and spatially; it was the prototype of the megalopolis, developing without high population density in the core city. Theatrical entertainment offered in Los Angeles provides an interesting example of relationships between commercial entertainment and a society replicating (frequently in exaggerated ways) the national theater audience's traits.

Worsley, Ronald C. Margaret Webster: A Study of Her Contributions to the American Theatre. Wayne State U.

This study compares Margaret Webster's theories of acting and direction to her practice in five areas of American Theatre during the years 1937-1972 in order to determine the validity of these theories and the enduring importance of her contributions to the American Theatre. The areas examined were acting, direction of non-Shakespearean Broadway productions, direction of Broadway productions of Shakespeare, repertory theatre ventures, and direction of opera.

Primary sources for Miss Webster's theories were her books *Shakespeare Without Tears*, *The Same Only Different*, and *Don't Put Your Daughter on the Stage*, some fifty articles which she contributed to various newspapers and periodicals, and the Margaret Webster Collection at the Library of Congress. Theory was compared to practice by evaluating newspaper and periodical reviews of her Broadway performances and of the plays and operas she directed.

Interpretation of the data revealed that Miss Webster's theories of acting and direction are of great practical value for today's theatre. Her enduring contributions to the American Theatre include spearheading a Shakespearean revival with her popular Broadway productions; proving conclusively that New York City could not support a classic repertory company; creating new audiences for professional theatre by touring the country for two seasons with her Marweb Shakespeare Company; and bringing new realism and unity to a jaded art form by her innovative direction of opera.

Her varied contributions insure Margaret Webster's reputation as the most influential female director the American Theatre has thus far produced and one of the finest directors in Broadway's history.

Yaffe, Alan. Kenneth Tynan: Dramatic Opinions. U. Illinois.

This study examines Tynan's drama criticism,

from 1951 to 1963, his books on theatre, and selected magazine articles to describe his dramatic opinions. Special attention is paid to those writings in which he formulated his basic dramatic ideas and to his criticism of Absurdist drama and the British drama of social protest, the dramatic movements throout which Tynan wrote most extensively. The study is organized to show the development and application of Tynan's dramatic ideas. It offers biographical information, analyses of his early dramatic theory and his later, Brechtian ideas, and a description of his judgments on the major plays and playwrights he reviewed.

It shows that in the early 1950's Tynan assigned no social function to drama. He defined the dramatic experience as a human being reduced to a state of desperation, a definition he held throughout his writings, and felt that the greatest drama resulted when a hero faced death. In the mid-fifties, he admitted some connection between drama and everyday life, arguing that a powerful dramatic prose depended on a vital colloquial speech. Shortly thereafter, he encountered the plays and theories of Brecht and shifted his allegiance to social drama. Henceforth, he held a Brechtian view of dramatic purpose, arguing that drama should teach men how to survive by analyzing the social environment as well as the psychology of its characters. Tynan found both Absurdist drama and the British drama of social protest wanting because neither completely fulfilled this purpose. The Absurdists portrayed man as a hopeless creature, thus ignoring what Tynan saw as drama's obligation to improve mankind. The British drama of social protest succeeded in drawing a realistic picture of lower class life, but it failed to offer positive alternatives to present conditions. After championing protest drama in the mid- and late-fifties, Tynan rejected its negativism and urged its practitioners to continue to draw their characters from life but to employ non-illusionistic dramatic forms, such as Brecht's, to give intellectual substance to their works. Only then could drama serve its highest function as Tynan conceived it.

Yowell, Robert L. Pre-production Analyses of Selected Non-realistic Plays of Gunter Grass in their English Translations. Bowling Green State U.

This dissertation provided a critical literary analysis of selected plays of Gunter Grass. It also suggested limited stylistic approaches that a potential director of the plays of Grass might employ.

The method in which this study was attempted included a consideration of critical research relating to all of Grass's literary work that has a bearing upon an understanding of his plays.

The research concluded that several themes are recurrent in Grass's plays. One of the most compelling themes is that "objects" control the lives of the individual. In the plays, objects control the characters. Religion is used by Grass to depict man caught in a system of false myths that control his spiritual existence. Language is used in much the same way that the Nazis used language to control a nation. It followed logically that the concept of guilt was a powerful inhibiting force that modern Germans face daily. These and other objects were woven together in a wild myriad of symbols.

Grass communicates by means of images. Therefore, this dissertation attempted to interpret these images as they relate to the meanings of the plays and their value to a theatrical production.

The analysis of the plays provided for the potential director possible thematic implications of Grass's theatre. The production concepts suggested image interpretations for most of the plays. These concepts were included to provide a basis for the creative effort needed by the theatre director, actors and theatre workers.

GRADUATE THESES AND DISSERTATIONS IN THE FIELD OF SPEECH COMMUNICATION: 1972

The information to follow is based on reports submitted by academic departments (or in several cases schools) within 162 colleges and universities. Unless otherwise indicated, thesis or dissertation projects reported were completed during the calendar year 1972. Unless otherwise specified, masters theses were completed in fulfillment of requirements for either the Master of Arts or Master of Science degree and doctoral dissertations were completed in fulfillment of requirements for the Ph.D.

Numbers have been assigned to each title in consecutive order and in sequence with previous issues of the *Bibliographic Annual in Speech Communication*. An asterisk appearing immediately after a dissertation number indicates that an abstract of that dissertation is included in the "Abstracts" section of this volume. Departments reporting theses and dissertations are identified in parantheses.

Academic departments sponsoring masters theses and doctoral dissertations in all areas of speech communication—mass communication, rhetoric and communication theory, public address, speech sciences, interpretation, theatre, interpersonal and small group interaction, forensics, and instructional development in these areas—are urged to submit annual entries. All previously unreported titles submitted are published even though completed in earlier calendar years. Reports of doctoral dissertations *in progress* now appear bimonthly in the "Research Notes" column of *Spectra*, the newsletter of the Speech Communication Association. Information and inquiries pertinent to either "Doctoral Dissertations in Progress" or the report to follow should be directed to Patrick C. Kennicott, Associate Executive Secretary for Research, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001.

The table indicating "Institutional Sources of Degrees Granted and Accumulated Totals," previously published as part of this section, has been discontinued for technical reasons. Most of the quantitative data concerning completed graduate degrees in speech communication plus a wealth of additional information is available in the biennial *Directory of Graduate Programs in the Speech Communication Arts and Sciences* published by the Speech Communication Association.

AMERICAN UNIVERSITY
(Speech Arts)

Masters Thesis

Rankin, Mary C. An Assessment of Frances Perkins as an Advocate of Social Security. 24707

ARIZONA STATE UNIVERSITY
(Speech and Theatre)

Masters Theses

Burford, Kenneth. Effects of Post-Sermon Discussions on Audience Attitudes Toward the Preacher and His Message. 24708

Martin, Robert L. Recovery Slope of Auditory TTS Induced by Gunfire. 24709

ART INSTITUTE OF CHICAGO
(Goodman School of Drama)

Masters Theses

Baldet, Jean Louis. Into the Tunnel That Has No Exit: *Gas* and the Modern Audience. M.F.A. 24710

Lieberman, Douglas. Probing Zero: Acting the Non-Logical Moment. M.F.A. 24711

Schwander, John Reginald. Vocabulary in Plays for Children. M.F.A. 24712

Wukitsch, Frank E. Concepts in Technological Theatre. M.F.A. 24713

AUBURN UNIVERSITY
(Speech Communication)

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Allen, Margaret A. J. A Comparison of Videotape Assisted Therapy with Traditional Therapy in the Correction of Frontal Lisps. 1971. 24714

Bentley, Luther D. III. A Critical Study of the Federal Communications Commission Career of Clifford Judkins Durr Emphasizing His Support for the Public Interest as it Applies to Broadcasting. 24715

Bricken, Nancy E. V. A Study of the Relationships Among Sex, Impulse Control and Attitude Change. 1971. 24716

Bruggink, Eric G. A. Programmed Text in Debate Terminology. 24717

Callahan, Margaret E. P. The Ammons and Ammons Quick Test: A Normative Study of Black Children in East Alabama. 24718

Coker, Carolyn S. R. The Collection of Normative Data on Five Year Old Children for the Assessment of Children's Language Comprehension. 1971. 24719

Comer, Judith L. W. An Investigation of the Efforts of Long-Term Institutional Placement on the Articulation Proficiency of Trainable Mongoloid and Non-Mongoloid Mentally Retarded Children. 1971. 24720

Elliott, John A. III. An Experimental Investigation of the Subliminal Registration of Color to Reinforce Learning While Viewing a Motional Picture Film. 24721

Knight, Connie D. H. A Comparison of the Articulation and the Language Ability of Primary Students being Taught by the Initial Teaching Alphabet and the Primary Students being Taught by Traditional Orthography. 1971. 24722

McCord, Alga M. A Survey of the Services Available to the Speech and Hearing Handicapped in the State of Alabama. 1971. 24723

McCurry, Claudia A. Professional Reading Presentations in Mobile, Alabama—1850-1870. 24724

McPherson, Louise M. Woman's Quest for Equality: The Communication of a Movement. 1971. 24725

Myers, Cheryl L. D. An Experimental Study to Determine the Social Status of Some Elementary School Children Who Stutter in Their Classroom Peer-Groups. 24726

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Nichols, Jennifer M. Auditory Training: A Manual to the Modular Auditory Training Unit in Auburn University's Preschool Deaf and Hard of Hearing Education. 24728

Powell, James L. The Construction of a Scale for Rating the Concept of Entertainment. 1971. 24729

Schultz, Mary M. P. A Rhetorical Analysis of Selected Speeches of Julia Strudwick Tutwiler. 1971. 24730

Welch, Kathy B. W. Comparisons of an Audio-Visual Method of Parent Counseling and the Informal Verbal-Alone Method of Parent Counseling with Respect to Attitudes of Parents Toward Their Child's Speech Evaluation, the Speech Clinic, and the Possibility of Therapy for Their Child. 24731

Windham, Robert A. Simple Reaction Time to a Pure Tone Auditory Stimulus by Three Groups of Normal Hearing Elementary School Age Children. 24732

BALL STATE UNIVERSITY
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BAYLOR UNIVERSITY

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Seely, John N. The Critical Evaluation of Selected Plays by Elmer Rice. 24741

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(Speech and Theatre Arts)

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CALIFORNIA STATE COLLEGE, STANISLAUS

(Speech Communication)

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Stretter, Robert. Comparison of the Effectiveness of Two Selected [r] Phoneme Programs. 24795

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CALIFORNIA STATE UNIVERSITY, FRESNO

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